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ABSTRACT

This is a self-teaching textbook for learning Hindustani, based on the principle of exposure to the target language and practice. It is part of a series originally prepared for the Armed Forces and now offered to the public. The emphasis is on speaking rather than on reading or writing. The text is designed to be used with a native speaker of Hindustani or with the accompanying recordings. The textbook is divided into two major sections, each consisting of five learning units and one unit for review. Each unit deals with some practical aspect of daily life and covers basic sentences, pronunciation practice, word study, grammar, and conversational situations. Each unit concludes with a "finder list" of all the vocabulary introduced in the unit. The text concludes with the key to the exercises used in the units. (CLK)

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Spoken Hindustani

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BOOK ONE

by HEINRICH HOENIGSWALD

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Book One

GENERAL FOREWORD

This is one of a series of self-teaching textbooks in more than thirty languages initially prepared and published for the Armed Forces and now offered to the general public. Like every other book in the series, it is the product of team-work between numerous collaborators. The authors of the various books have conformed throughout to the patterns developed by the experience of the group.

A brief review of the origin and growth of the program to produce these texts will not only be of general interest in itself but will also provide some indications of the manner in which they may be most efficiently used as well as some of the limitations of their employment.

Early in 1942, within a month of Pearl Harbor, the Joint Army and Navy Committee on Welfare and Recreation began consideration of the means whereby large numbers of troops might be instructed in the colloquial forms of the numerous languages spoken in the areas in which they were likely to be employed. A survey of materials already available for such instruction confirmed their suspected inadequacy. Many of the pertinent languages had never been taught in the United States; few of them had ever been studied or described by competent linguists. Only the unusual textbook was designed to teach the spoken forms to linguistically untrained students, and even when a book was available, it was, as often as not, written in French, German, or Dutch, or for some other reason, not susceptible of general use. Consequently, the first necessity was a program of basic implementation which would provide materials, as nearly uniform throughout the various idioms as practicable, for elementary teaching of spoken language to Americans without special linguistic training or, indeed, aptitude. The form of the materials had to be such that they could be used for self-instruction in situations where no competent teachers were available.

There had been little study of most of these languages in America. But the Army and Navy fortunately did not have to start completely from scratch, for several

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months previously the American Council of Learned Societies had organized its Intensive Language Program for the purpose of developing teachers, teaching materials, and instruction in all languages not normally taught in the United States, yet likely to be necessary in the war effort. Most of the competent technical linguists in the country were gradually being absorbed into this Intensive Language Program through their membership in the Linguistic Society of America, that constituent of the Council most concerned with this subject-matter. The Joint Army-Navy Committee drew the Intensive Language Program into its deliberations and planned a development of language instruction for the Armed Forces. Responsibility for the prosecution of this development was entrusted to the Army Education Branch of what is now the Information and Education Division, A.S.F., functioning through its subsidiaries, the Language Section and the Editorial Staff of the United States Armed Forces Institute. These in turn called upon the Intensive Language Program of the Council for coöperation in the production of materials, a coöperation which has since been so intimate that it is impossible to tell what proportion of any single operation is the responsibility of each.

The series of more than thirty language textbooks is one result of this coöperative effort. Each textbook is designed to provide materials for approximately the first two hundred hours of language study. It is divided into thirty learning units, the first twelve of which are accompanied by twenty-four double faced recordings of the foreign language material contained in them. Mastery of the thirty units will give the student not only a sufficient general vocabulary to perform all the language operations necessary for everyday life but enough skill in the manipulation of this vocabulary to provide adequate control of it. It is with respect to this latter—manipulation of the elements known—that most language instruction is weak. While the primary emphasis is upon the spoken tongue, the student should have begun reading well before the conclusion of the thirtieth unit, normally probably at about the twelfth, excepting in those cases where the spoken and the written forms are widely divergent.

The group responsible for the creation of this series believes that ideally one learns a foreign language most efficiently when taught intensively by a bi-lingual trained technical linguist while resident in the country to which the language is native. Since this happy state of affairs hardly ever exists, in practice recourse must be had to various successive approximations to it.

approximations in which one or more of the desirable elements is attenuated or entirely wanting. This present series—text and records—is designed to be useful at the very lowest level of language learning, that is to say to the single student working by himself. In this case, the text takes the place of the trained linguist, and the records double for the native-speaker. Naturally, better results are obtained when, either in individual or classroom work, a native-speaker is available and utilized as the texts direct. Here the text takes the place of the trained linguist; the records are still very valuable but not absolutely essential. These latter are the conditions under which the series has most commonly been successfully used. So on for successive approximations to the ideal, and even when this is reached, the selected materials and the pedagogic devices provided by these texts will be useful.

Prosecution of the war created the need for these materials to teach *spoken* language. Perhaps it is not to be assumed that under peacetime conditions the demand for speaking, as against reading or writing, competence will be of the same order. Fortunately the several competences are not incompatible; indeed, a very substantial body of proof exists that the acquisition of spoken competence in a foreign language is the most efficient first step towards the others. In addition there seems reason to believe that the second-half of the twentieth century will see much increased concern for instruction in *speaking* foreign languages, not only as the road to *reading* them but because the acquisition and the possession of colloquial control of a language not one's own is a humanistic educational experience in its own right not requiring justification by other criteria, because properly taught it is the most easily acquired of the several competences, because the multitude of foreign language broadcasts will dispose of the alleged uselessness of teaching spoken language to students who will never visit the countries in question, and because many more Americans than ever before will exercise their trades and professions abroad.

The coöperative nature of this enterprise can hardly be over-emphasized; not only has practically every listed author coöperated in the production of elements of the series other than his own, but also many of the most valued collaborators do not appear as authors at all. Linguistic scientists provided the descriptive analyses of the several languages; professional language teachers furnished pedagogical devices; specialists in education assisted in ordering the materials in accordance with the best principles of learning; printers, editors, and

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textbook designers contributed their specialized competences; technicians in the recording of sound made possible success in the exceedingly exacting operation of keying the records to the printed texts. Under such conditions it would seem almost invidious to cite the names of those collaborators, in addition to authors, whose contributions are more readily identifiable than those of others. Yet for the sake of the record, perhaps this should be done. The Intensive Language Program of the American Council of Learned Societies, without which this series would not have been possible or would have been of completely different character, owes its existence to Mortimer Graves, Administrative Secretary of the Council. Colonel Francis T. Spaulding, Chief of the Army Education Branch above referred to, saw the implications of teaching language to American troops and assumed the responsibility for developing a program to this end. The detailed planning and construction of the series now presented owes more to Major (then Lieutenant) Henry Lee Smith, Jr., Chief of the Language Section in the Education Branch than to anyone else. Constant liaison with the Intensive Language Program was maintained through J. Milton Cowan, its director during the preparation of the series. William E. Spaulding directed the Editorial Staff of the United States Armed Forces Institute. The dean of American linguistic scientists, Leonard Bloomfield of Yale University, gave unstintingly in many ways—ways as difficult to appreciate too highly as they are to describe succinctly. Almost the same may be said of Lt. Morris Swadesh, Lt. Charles Hockett, Robert A. Hall, Jr., Norman A. McQuown, Doris Goss: José Padín, and others who served from time to time on a special advisory and editorial board.

The series is offered in the hope that it may modestly conduce to the improvement of teaching the speaking of foreign languages to Americans. The authors make no claim to perfection, indeed they are rather appalled at the task which they set themselves, and their pride in completing it under the existent conditions is tinctured with humility at the thought of the imperfections which must sooner or later come to light. But through the discovery of these imperfections will come progress, and nobody will be more greatly pleased than the collaborators on this enterprise if, a decade from now, the teaching of spoken foreign languages in America shall have reached such a developed stage that their first efforts will seem obsolete.

AUTHOR'S PREFACE

The emphasis of this book is on learning Hindustani by imitating a native speaker, and hence the type of Hindustani is that used in ordinary cultured conversation. It is very different, indeed, from the literary language even of the newspapers. Although Harley's *Colloquial Hindustani* (London 1943) has a similar aim, those features which characterize the present work and which it shares with the volumes in this series certainly justify its existence. This refers above all to the phonograph records which accompany it, the ample space given to exercise and test materials other than translation from or into English, and to the deductive presentation of the elements of grammar, all centering on the intensive study of a comparatively small body of Basic Sentences. The author did not find all the editors' recommendations easy to follow; in particular, he is not at all sure that the conversational form which was recommended for the Basic Sentences of each Unit has not occasionally impaired the quality of these sentences.

The Hindustani materials are in colloquial Urdu. All were recorded from Mr. Mirza Jaffer of Allahabad and New York City to whose resourcefulness, understanding, and industry a heavy debt is owed. They are romanized in such a way as to bring out in a consistent fashion the distinctive sounds in Mr. Jaffer's pronunciation. Other types of pronunciation—not to mention differences in vocabulary and style—there are, as is natural in a speech community about as large as the United States, and one that is characterized by deep social and religious divisions. It is hoped, nevertheless, that the choice made requires only moderate adjustment on the part of any speaker who wishes to act as a Guide.

No reference is made to writing in either Urdu or Hindi script. The student who has completed the present course will find it easier to learn how to write down and, especially, how to read, say, an ordinary message in one of the two alphabets, if he knows already a stock of words and constructions to guide

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him, than if he were faced with problems of alphabet and spelling at an early stage. Those who want to take up reading Hindustani in earnest must at any rate acquire the literary vocabulary and style—a task which lies far beyond our scope. But even so, familiarity with the colloquial background as presented here will prove to be a prerequisite for the study and appreciation of literature.

This book was originally written for a particular purpose—to enable members of the armed forces to study the language without a teacher, during off-duty time. This accounts for some of the limitations in vocabulary and in the treatment of grammar, and for the detailed rules of procedure which future users will have no difficulty in adapting to their purposes. Some of these rules are, however, vital—among them the insistence on small drill groups, on memorizing, and on the presentation of grammatical points only so far as they have come up in the Basic Sentences.

The history of the book as set forth in the general foreword and in this preface explains, perhaps, some of its imperfections. Of the far too many shortcomings and errors which are not so easily excused, no one is better aware than the author. It remains for him to thank those who helped him in completing the assigned task. He cannot mention all: aside from Mr. Jaffer, his greatest obligation is to Miss Sonja Boekman who has contributed a great number of exercises and suggestions for conversation, in addition to her steady and intelligent collaboration on the entire project. Miss Eleanor Hill handled the preparation of the difficult typescript with expert skill. This is not the place to acknowledge the assistance received from the editorial staff; yet the author cannot refrain from expressing his gratitude to Dr. J. Milton Cowan and Dr. Norman A. McQuown for the extraordinary amount of patience and labor which they have expended in connection with this particular book.

May 1946

H. M. H.

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INTRODUCTION

1. This Course in spoken Hindustani is designed as a general introduction to the Hindustani language. It contains all the essential grammatical materials for learning to speak everyday Hindustani, and its vocabulary, though small, is built around a number of the most useful common situations and current topics. It is based on the principle that you must HEAR a language if you are to understand it when spoken, and that you must practice speaking it in order to master its sounds and its forms.

A teacher of Hindustani will not always be available for those for whom this book is written. So the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material.

2. The Hindustani Language is spoken by about 140 million people in a large section of northern and central India. It is also used as a second language by a huge number of speakers of other languages all over India and Burma (and even other parts of Asia.) This makes Hindustani one of the largest language communities in the world. Hindustani speakers of the Moslem faith often call their language "Urdu," while Hindus refer to it as "Hindi." This distinction becomes more meaningful only in connection with reading and writing and formal literature. Otherwise, the three terms, Hindustani, Urdu, and Hindi mean roughly the same colloquial language, as there is but little difference in the speech of Moslems and Hindus in a given section.

Variations in language are, however, perfectly natural and are found in every language in the world. When these variations are small they are nothing to worry about. All the people you meet in India, who are either native or fairly fluent secondary speakers of Hindustani, will understand the kind of Hindustani presented in this manual, and a great many of them, especially among the Moslem population in the towns of northern India, will speak it exactly as you find it here. Elsewhere people may, however, speak a slightly different kind of Hindustani. If the pronunciation you hear does not quite match what is given to you in this manual or what you hear in this course, IMITATE THE PERSON WITH WHOM YOU ARE SPEAKING. Likewise, do not hesitate to use the gestures which you see, for they are part of the language. Imitate them if you can.

3. To Help You in learning to speak Hindustani, this course makes use of two tools: a native speaker of the language, and this book. The two must be used together, as neither one is of any use without the other.

This manual has been so organized that it can be used to study by yourself or in a group. If you work in a group and have no regular teacher choose one of the group to act as *Group Leader*.

4. **A Native Speaker** is the only good source of first-hand knowledge of the pronunciation and usage of any language. The method used in this manual requires the use of a native speaker of Hindustani, preferably a person who can be on hand through the course, or next best the voice of a native speaker recorded on phonograph records which are supplied with this manual. But even when a native speaker is present during the course, the records can always be used for additional study. The native speaker of Hindustani is referred to as the *Guide;* if you can get a Guide, use him as a source of information throughout the course. The Guide's job is to act as a model for you to imitate, and as a check on your pronunciation; it is NOT his business to be a teacher or to "explain" the language to you. The Guide should be, if possible, a person who speaks more or less the type of Hindustani found in this manual, not merely the dialect of a particular region; but he should speak this type of Hindustani naturally and without affectation. He should be neither overeducated nor too uncultured.

5. **The Book** is divided into five major parts, each containing five learning *units* and one unit devoted to *review*. Each unit contains several *sections*, usually the following:

A. Basic Sentences (with Hints on Pronunciation, in Parts I and II, and Pronunciation Drill, in Parts III, IV, and V)
B. Word Study and Review of Basic Sentences
C. Review of Basic Sentences (Cont.)
D. Listening In
E. Conversation
F. Conversation (Cont.)

These six sections are followed in each learning unit by a *finder list* containing all the new words in the particular unit. At the end of the Manual are included a summary of all word study material as well as supplementary word lists for Units 13 through 30. All the words in the manual are included in two complete vocabularies, Hindustani-English and English-Hindustani.

6. **The Basic Sentences** in each unit are arranged so as to give you a number of new words and a number of new ways of saying things; first broken up into words or short phrases, and then combined in complete sentences. On the printed page, they are presented in parallel columns, which contain on the left the English equivalent and on the right the Hindustani material.

In the Appendix samples of writing in both conventional scripts will be presented.

7. **The Aids to Listening** which are given throughout the manual are designed to help you in remembering the Hindustani words AS THEY SOUND. In the Aids to Listening, each Hindustani sound is represented by one letter or group of letters. Every letter (or group of letters) always stands for the same sound. The correspondences between the Aids to Listening and the conventional scripts will be explained in the *Appendix*.

8. **The Hints on Pronunciation** are given you to help you improve your speech in Hindustani. No language has sounds exactly like those of any other; and in Hindustani you will find some sounds which are quite absent from English, and others which are somewhat but not exactly like English sounds. As you go through the *Basic Sentences* try to hear and imitate more precisely the sounds described for you in these hints.

9. **Pronunciation Is Important** for a number of reasons: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it. Furthermore, the nearer you get to pronouncing the precise sounds, the easier it will be for your ear to catch the sound as spoken by a native, and the more rapidly you will pick up new words and phrases and make progress in learning the language.

10. **The Native Speaker Is Always Right.** At times this manual or the phonograph records may show one pronunciation and the particular native speaker who acts as your Guide will pronounce something a little different. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the *Aids to Listening*.

11. **The Word Study** sections show you certain uses and combinations of words and phrases studied up to that point; you are taught how to take apart the words and phrases which you hear and how to make new words and phrases on the same model.

12. **The Listening In** section gives you a number of conversations, anecdotes, or stories, which use the vocabulary and constructions you have learned in each unit and in all those preceding. Its purpose is to give you practice in listening to and understanding the foreign language as you might overhear it in normal conversation among Hindustani-speaking people, and to furnish you with models for your own conversation practice.

13. **The Conversation Practice** represents the central aim of the course. In order to converse well, you should know everything that you have learned up to that point. When you take part in a conversation, you should do so as easily and naturally as you can. Don't try to bring in new words and phrases that you haven't learned in the material you have been studying; stick to what you have learned and practice it thoroughly.

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14. Talking Hindustani. In Speaking Hindustani you should NOT first figure out what you want to say in English and then translate it into Hindustani, word for word. You should apply, instead, the words and expressions you already know to the given situation. If you cannot immediately rattle off a word or expression to fit a particular situation, go on to another, or ask a question, but under no circumstances attempt to compose long and complicated sentences. As soon as you do, you lapse into English speech habits and stop learning Hindustani and Hindustani speech habits.

When people speak to you, they will often use words and expressions you do not know. If you can't guess their meaning, try to find out by asking questions in Hindustani, or by asking them to repeat slowly, or to explain in simpler terms. If you do this you will constantly learn more and will practice the Hindustani you already know in the process.

Your learning of Hindustani will not stop, therefore, when you have mastered this material. You will, rather, be able to get around among the people, practice what you know, and steadily pick up more and more words and phrases. Try to learn them thoroughly. Carry along a notebook to jot down what you want to remember; you can then review this material from time to time.

You should not wait until you have finished this manual before you start using the language. Start practicing right away. When you have done the first unit, try out the expressions on as many people as possible. When you try out your Hindustani, even at this early stage, make it slide off your tongue as smoothly as possible. Be careful not to slip back into a careless English-like pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

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PART ONE

UNIT 1

GETTING AROUND

To the Group Leader: Each *Unit* of this course is divided into six *Sections*. It is suggested that the group spend not less than fifty minutes on each section.

Before you get the group together to work on this first unit, read carefully the following material up to the heading *Useful Words and Phrases* on this page. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide, or the phonograph and records, are ready before the group meets for work on Section A. See that the Guide is supplied with a copy of the *Guide's Manual*, which tells him just what he is to do and gives him the Hindustani he is to speak to the group.

You should look through all of the sections of the unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in group meeting.

This unit gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. The amount of learning and memorizing required for the first unit is considerably greater than that for any later unit. You are given such a large dose at the start because this unit is meant to be a kind of "language first aid" which gives you enough useful expressions to enable you to make ordinary wants known and to carry on a simple conversation in Hindustani from the very start.

SECTION A—USEFUL WORDS AND PHRASES

In the list of *Useful Words and Phrases* which follows, the English equivalent of these words and phrases is given at the left of the page. Opposite, in the right hand column, is a simplified spelling of the Hindustani which will help you in getting the sounds. The *Leader* of the group will first read the *English Equivalent* and pause for the *Guide* to speak the Hindustani. Every member of the group then repeats after the Guide. The Guide will then say the Hindustani a second time and everybody will repeat after him as before. The Leader will then read the next English equivalent and the Guide and group will follow the procedure indicated.

If no Guide is available, the *phonograph records* provided for the course should be used. When the group is ready, the Leader will begin playing the appropriate record and the group will repeat right after the Hindustani speaker during the silences on the record. The phonograph records can be used with profit even in cases where a Guide is available because they can be heard between meetings of the group, whenever it is convenient to you; they furnish additional practice in hearing Hindustani; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a Hindustani pronunciation different from that of your Guide, use the records only for listening and understanding and not for imitating.

Whether you are working with a Guide or only with the phonograph records, you must repeat each Hindustani word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Keep constantly in mind the meaning of the Hindustani you are about to hear, glancing at the English equivalent whenever you need to remind yourself. When you are hearing the Hindustani, keep your eyes on the *Aids to Listening*. But whenever the written form seems to you to differ from the spoken sound, follow the spoken sound always.

In the first five units, do not attempt under any circumstances to pronounce the Hindustani before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the *Aids to Listening*.

If you are working with a Guide who does not understand English, ask the Leader of your group to demonstrate for you and the Guide what hand signals are to be used to let the Guide know when you want him to read more slowly or to repeat. They are as follows:

1. Index finger raised: BEGIN
2. Hand raised, palm toward the Guide: STOP
3. Palm down, hand moved slowly in semi-circle: SLOWER
4. Beckoning with index finger: REPEAT
5. Hand held palm up and moved quickly up and down: LOUDER

Remember that each phrase you say has a real meaning in Hindustani and hence you should always act as though you were really saying something to someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the *Aids to Listening* as you listen to the Hindustani being spoken.
2. Repeat immediately what you have heard.
3. Keep in mind the meaning of what you are saying.

Begin the words and phrases as soon as your Guide is ready or when the Leader of your group is ready to play the first phonograph record.

To the Group Leader: Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of *Useful Words and Phrases* once with the books open, repeating in unison after the Guide. Following this first practice, read with the group the *Comment on the Aids to Listening* on page 4. Make sure that everyone understands it.

Now go through the list a second time, much as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide—a sentence to a student. Indicate the order in which the repetitions are to go, who is first, who next, and so on. Continue this individual repetition as long as the fifty-minute period permits. Then, just before dismissing the group, read with them the paragraph headed *Check Yourself* on page 5.

Here are some hints that will make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever the pronunciation is bad and to keep on repeating until he gets a pronunciation that sounds like Hindustani.
3. Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turn at the individual repetitions.

1. Useful Words and Phrases

Here is a list of useful words and phrases you will need in Hindustani. YOU SHOULD LEARN THESE BY HEART.

Greetings and General Phrases

NOTE: Words enclosed in brackets [ ] are not expressed in the Hindustani. Words enclosed in parentheses ( ) help to explain the meaning of the Hindustani but are not necessary in English. Words enclosed in single quotation marks ' ' are literal or word-for-word equivalents.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Record 1A, beginning.	
Hello! *also* Good-bye!	*salaam.*
How do you do?	*aadaab arz.*
Goodbye!	*xudaa haafiz,*
Thank you!	*šukriiaa.*
or:	*meherbaanii,*
Excuse me!	*maaf kiijiiee.*

It doesn't matter.	*kučh baat nahĩĩ,*
Sir!	*janaab.*
How are you?	*aap kaisee hãĩ.*[1]
I'm very well, thank you (*man speaking*).	*meherbaanii, mãĩ bahot aččhaa hũũ.*
Did you understand?	*aap samjhee?*
Yes.	*jii hãã.*
I understand.	*mãĩ samajhtaa hũũ.*
No.	*jii nahĩĩ.*
I don't understand.	*mãĩ nahĩĩ samajhtaa.*
what	*kiaa.*
do you say	*kahᵉtee hãĩ,*
What did you say?	*kiaa kahᵉtee hãĩ,*
Please say it again!	*phir booliiee.*
Please speak very slowly.	*dhiiree dhiiree booliiee.*
the station	*isTeešan,*
where is	*kahãã hai.*
Where is the station?	*isTeešan kahãã hai.*
the hotel	*hooTal.*
Where is the hotel?	*hooTal kahãã hai.*
the toilet	*paaxaanaa,*
Where is the toilet?	*paaxaanaa kahãã hai.*

It's there.	*uahãã hai.*
Where is the restaurant?	*khaanee-kii dukaan, kahãã hai.*
It's here.	*iahãã hai.*
Please show [me] the hotel.	*hooTal dikhaaiiee.*

Directions

To the right	*dahᵉnii taraf.*
To the left	*baaĩĩ taraf,*
Straight ahead	*siidhee,*
Please go left.	*baaĩĩ taraf jaaiiee.*

After you have gone through the *Useful Words and Phrases* once, read the following:

2. Comment on the Aids to Listening

The best way to learn any language is to listen to a native speaker of it, and then copy exactly what he says. That is why we ask you to listen carefully to your Guide (or the speaker on the records) and imitate him as exactly as you can. It would be ideal if you could remember everything he says simply by listening and repeating. However, most of us need to have something on paper to remind us of what we have heard. This is what the *Aids to Listening* are meant for. They are simply an attempt to put down systematically on paper the sounds that you hear on the records or that your

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[1] The record has "ĩ" by mistake. See under 2. on page 5.

Guide will probably say. (Later on you may learn to read regular Hindustani writing; do not be concerned about it now.) Remember, however, that they are only *aids* to listening. The listening itself is still the most important thing; the printed material is just a reminder.

Later on we will discuss at great length the particular sounds for which each letter stands. A wavy line (˜) over a letter stands for a sound spoken through the nose. Periods, commas, and question marks are not put in at random. You will soon find out that they show three types of the inflection of the Guide's voice as you hear it on the record or as you are likely to hear it from any speaker.

Now go through the *Useful Words and Phrases* again with your book open, following the same procedure as before. Repeat each word and phrase, immediately after hearing it, in a loud, clear voice. Let yourself go and say the phrases right out.

Go through the *Useful Words and Phrases* once more with your book open, but this time, take turns letting each member of your group repeat individually until everybody has taken part. Keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as best as you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable Hindustani. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your Leader will see to it that you repeat and that everyone gets the most out of this individual performance.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Hindustani?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION B—USEFUL WORDS AND PHRASES (*Cont.*)

Here are other useful words and phrases which you will want to use immediately if you are in a country in which the people speak Hindustani. These are being given to you as a "language first aid." LEARN THEM BY HEART.

In working with this material, follow the same procedure that you used with the *Useful Words and Phrases* in Section A. After you have gone through the list once, repeating in unison, read the following *Hints on Pronunciation*. Then go through the list a second and a third time, as in Section A.

Record 1B, beginning.

1. Useful Words and Phrases (*Cont.*)

What is "thank you" in Hindustani?	*hindustaanii-mɛ̃ɛ̃*, thank you *-koo, kiaa kahᵉtee hãĩ.*
What's that?	*uoo, kiaa hai.*
What's this?	*iee, kiaa hai.*
This is the restaurant	*iee, khaanee-kii dukaan hai.*
[you] want	*čaahᵉtee hãĩ,*
What do you want?	*aap, kiaa čaahᵉtee hãĩ.*
to drink	*piinaa.*
cigarettes	*sigreT.*
bread	*rooTii.*
meat	*goošt.*
rice	*čaaual.*
milk	*duudh.*
eggs	*anDee.*
water	*paanii,*
drinking water	*piinee-kaa paanii.*
to wash	*dhoonaa,*
I want	*mãĩ čaahᵉtaa hũũ,*
I want to wash	*mãĩ dhoonaa čaahᵉtaa hũũ.*
I want food	*mãĩ khaanaa čaahᵉtãã hũũ.*

Price

its price[1]	*us-kaa daam,*
How much is it? ('What is its price?')	*us-kaa daam, kiaa hai.*
rupee	*rupiaa.*[2]
It's one rupee	*us-kaa daam, eek rupiaa hai.*
Two annas	*doo aanee.*
Three pice	*tiin paisee.*
Money	*paisaa.*

Time[1]

time	*uaḳt,*
What time is it?	*kiaa uaḳt hai.*
It's eleven o'clock	*giaaraa bajee hãĩ.*
At four o'clock	*čaar bajee,*
when goes	*kab jaatii hai.*
When does the train leave?	*gaaRii, kab jaatii hai.*
right away	*fauran.*
It leaves right away	*fauran jaatii hai.*

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[1] Not on record.

[2] One rupee is worth about 30 cents. One rupee has 16 annas, one anna has 4 pice.

today	*aaj.*
tomorrow	*kal.*

Record 2A, beginning.

what date	*kaun taariix,*
What's the date today?	*aaj kaun taariix hai,*
eight	*aaTh.*
Today's the eighth	*aaj, aaTh taariix hai.*

Numbers

One	*eek,*
Two	*doo,*
Three	*tiin,*
Four	*čaar,*
Five	*pããč,*
Six	*čhai,*
Seven	*saat,*
Eight	*aaTh,*
Nine	*nau,*
Ten	*das,*
Eleven	*giaaraa,*
Twelve	*baaraa,*
One hundred	*sau.*

After you have gone through these *Useful Words and Phrases* once, read the following:

2. Hints on Pronunciation

To the Group Leader: First, read through with the group the introductory material and the explanations given in the first part. Then have the Guide read the examples with the group repeating after him. Don't go on to the next part until everyone has a reasonable control over the items of pronunciation that are being taught.

As you have already noticed, Hindustani has a lot of sounds that are just like the ones we use in English; you won't have to learn these, because you already know them. There are also a number of sounds that are almost like our English ones, but still not quite the same. Finally, there are a few sounds that are totally different from anything we have in English.

If you want to speak understandable Hindustani, you will of course have to learn to say these last two kinds of sounds. The only way to learn them is to listen to the way your Guide (or the speaker on the records) says them, and to imitate him as well as you can. To help you imitate him we shall give you a few *Hints on Pronunciation*. These will cover, in small doses, the sounds that differ completely from those we use in English, as well as the ones that differ only a little.

Before we do that, you will want to have some kind of a general survey of all the sounds which you have met so far. This is what the *Hints on Pronunciation* in this first unit will consist of.

One thing that makes Hindustani sound very different from English is the matter of STRESS, or loudness. In English we usually stress the accented syllable of a word very heavily; that is, we force out the breath from our lungs with much more strength. In Hindustani, stress is not very important, and no syllable receives as much emphasis as in English. What is even more important, no syllable of a Hindustani word is ever slurred, as are the unaccented syllables in English. Later on you will find out which syllables do have a slightly (but only very slightly) heavier stress. The important thing right now is to make the air come out in an even flow of breath. PRONOUNCE ALL SYLLABLES CLEARLY!

While you must thus forget the English speech habit of distinguishing strong from weak stress, you will have to learn how to make another distinction which is more important in Hindustani than in English, namely, LENGTH. Hindustani has two sets of five vowels each, one extremely short, the other rather long. The long ones will be spelled with double characters (*aa, ee, ii, oo, uu.*) The short ones will be spelled with simple characters (*a, e, i, o, u.*) Make an effort to pronounce them VERY, very short.

Let us now start on our survey of sounds. Those sounds which need more explanation will be taken up in the later *Hints on Pronunciation*.

In the *Aids to Listening*, letters are used as follows:

AIDS	**NEAREST ENGLISH SOUND**	**EXAMPLES**
a	a very short sound, close to that of *u* in "but".	*das* 'ten'
	Before *h*^{e}: a sound close to that of *a* in "apt"	*dah*^{e}*nii taraf* 'to the left'
e	a very short sound, close to that of *e* in "net".	*meherbaanii* 'thank you'
i	a very short sound, close to that of *i* in "lip".	*sigreT* 'cigarettes'
	Before another vowel this sounds almost like *y* in "yard".	*kiaa* 'what'
o	a sound close to that of *au* in "caught", but much shorter	*bahot* 'much, very'
u	a very short sound close to *u* in "push".	*us-kaa* 'its'
	Before another vowel this sounds almost like *w* in "wash."	*uahãã* 'there'

The long vowels we spell:

aa	a sound close to that of *a* in "calm"	*čaar* 'four'
ee	a sound close to a very long *e* as in "red" or to *ay* in "day" (but without the *y*-glide we usually add in pronouncing that *ay*)	*eek* 'one'

ii	a sound close to *ee* in "freeze"	*tiin*	'three'
oo	a sound close to *o* in "phone" (but without the *w*-glide at the end)	*rooTii*	'bread'
uu	a sound close to *oo* in "boom"	*duudh*	'milk'

Long vowels may take twice as much time to pronounce as do short ones, except when they come at the end of words of more than one syllable. In that particular case, they are not very long in duration, but otherwise sound quite like the ones written *aa, ee, ii, oo, uu* in the preceding list. Examples are: *aa* in *dhoonaa* 'to wash', *ee* in *anDee* 'eggs,' *ii* in *rooTii* 'bread.'

There are two vowel combinations, spelled:

ai	starts with something like *a* in "apt" and blends into *e* as in "end". (Sometimes it sounds just like a rather long *a* as in "sad")	*paisaa*	'money'
au	starts in with something like *u* in "but" and blends into something like a broad pronunciation of *aw* as in "sawed". (Sometimes the whole sound is almost like a broad pronunciaation of *aw* in "sawed")	*fauran*	'right away'

All these vowels and vowel combinations may also be pronounced through the nose. In this case we write a wavy line (˜) over the vowel letter or letters. Examples are: *pããč* 'five', *nahĩĩ* 'not', *mãĩ čaahᵉtaa hũũ* 'I want.'

The consonant sounds spelled *b, f, j, m, n, z* in the *Aids to Listening* are just like the English sounds commonly spelled with those same letters. *g* as in *goošt* 'meat' is always like the 'hard' *g* as in *get* (not like in *gentle*); *s* as in *saat* "seven" is always like the *s* in "lease" (not like in "ease" or "sugar" or "confusion".)

Also note that we spell:

š	for the sound of *sh* in "shoe"	*šukriiaa*	'thank you'

The other consonant sounds of Hindustani are less like English sounds. THEY WILL BE DISCUSSED IN DETAIL LATER. Here is a survey chart:

č	a sound close to *tch* in "patches", with the tip of tongue lowered, and without any breath following it.	*čaar*	'four'
d	a *d* pronounced with the tip of the tongue pressed forward against the teeth.	*das*	'ten'
D	a sound close to the English *d*, pronounced with the tip of the tongue bent back to the roof of the mouth.	*anDee*	'eggs'

h	always a strong breathing. Be sure to pronounce *čh*, *dh* etc. as *č*+*h*, *d*+*h*, etc.	*iahãã* ‘here’ *čhai* ‘six’ *dhoonaa* ‘to wash’
h^e	an *h* with a whispered *e*. An *a* preceding h^e sounds about like the English *a* in “apt”.	*dah^{e}nii taraf* ‘to the right’
j	a sound close to *j* in “jail”, but with the tip of the tongue lowered.	*janaab* ‘sir’
k	a sound close to that of *k* in “striking” without any breath following it.	*kal* ‘tomorrow’
ḳ	a *k* made very far back in the throat, with no breath following. (If your Guide uses an ordinary *k* here as many speakers do, follow him, paying no attention to the dot.)	*uaḳt* ‘time’
l	a ‘clear’ *l*, such as many people pronounce in “million”, as against the ‘thick’ *l* in ‘milk’.	*kal* ‘tomorrow’
p	a sound close to that of *p* in “upper”, without any breath following.	*paanii* ‘water’
r	is a trill like the one the telephone operator uses in saying ‘th-r-ree’ or that children sometimes use to imitate the sound of a motor.	*rupiaa* ‘rupee’
R	a very short tap of the tongue toward the roof of the mouth back at the point where the *D* and *T* are made. It resembles the sound some people make for *tt* in “butter”.	*gaaRii* ‘train’
t	a *t* without any breath following, made with the tip of the tongue pressed forward against the teeth.	*tiin* ‘three’
T	a *t*-sound without any breath following, made with the tip of the tongue bent back towards the roof of the mouth.	*rooTii* ‘bread’
x	a sound made very far back in the throat, a little like the noise some people make when clearing their throats.	*xudaa haafiz* ‘good-bye’

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you apply what you learned about the vowel sounds and about stress in *Hints on Pronunciation?*

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Hindustani?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION C—REVIEW OF USEFUL WORDS AND PHRASES

If your group has time for outside assignments, sections marked *Individual Study* may be done between meetings of the group. Otherwise use them as independent study during a group meeting.

1. Covering the English (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the English. Read the Hindustani aloud. Keep your voice down if you are working with the rest of the group. Follow your Guide's pronunciation as nearly as you can remember, and test yourself to see if you can recall the meaning of each word and phrase. Check the expressions you are not sure about and after you have gone through the whole list, uncover the English and find their meaning. Repeat this procedure at least three times or until you are satisfied that you know every expression.

2. Review of Useful Words and Phrases

To the Group Leader: Read again for your information the numbered suggestions just preceding *Useful Words and Phrases* on page 3. Your Guide has been directed in his manual to pay particular attention to the correct pronunciation of the sounds. He may ask members of the group to repeat words or phrases a good many times in an effort to get a pronunciation that is more nearly correct. See that they listen closely, that they repeat promptly and loud enough so that everyone can hear them, and that they imitate the Guide to the last detail.

Go through the *Useful Words and Phrases* in Sections A and B twice. The first time have the members of the group repeat individually after the Guide with books open. The second time, have them close their books. The Guide will give each Hindustani expression twice as before. Let the students take turns giving the English equivalent the first time they hear the Guide speak the Hindustani and repeating the Hindustani as usual the second time. This will help them to check on the meaning of all Hindustani expressions in *Useful Words and Phrases.*

Go back to the *Useful Words and Phrases* in Sections A and B. The first time you go through the list, take turns repeating the Hindustani after the Guide. Keep your book open, and get all the help you can from the *Aids to Listening*. Pay particular attention to what you have learned about the pronunciation of the vowels. Make every effort to satisfy your Guide with your pronunciation.

The second time you go through the list, check up on the meaning of the Hindustani. Keep your books closed and take turns giving the English equivalent the first time you hear the Hindustani expression and repeating the Hindustani as usual the second time. If you have any trouble with the English, you should find time for more individual study of the *Useful Words and Phrases*, covering the English and checking up on the meaning when you read the Hindustani aloud.

SECTION D—LISTENING IN

1. Listening In

To the Group Leader: The conversations which appear in this section will be read to the group by the Guide or played on the phonograph records. English equivalents are omitted from the *Listening In* material so that students can get practice in understanding spoken Hindustani which uses the vocabulary they know. Meaning, therefore, is to be emphasized.

The first time you go through the conversations, have the Guide repeat a conversation, if necessary to help clear up the meaning, before you go on to the next conversation. If you have no Guide, lift the needle of the phonograph at the end of each conversation and let the students discuss the meaning of any sentences that are not understood.

Go through the conversations a second time without stopping. Pay about equal attention to pronunciation and meaning.

Finally, assign parts and have the students read the conversations. Give everyone a chance. Suggest that the actors actually take the parts, stand up and move around, sit at a table in the restaurant, behind the window at the station, etc. Keep it moving. Get everyone to speak up! Take a part yourself.

Keep your book closed while the Guide reads the following conversation and repeat after him. If you have no Guide, you should use the phonograph records, repeating the Hindustani immediately after you hear it. At the end of each conversation take time out to check up on the meaning of what you have heard and said. Ask someone in the group to give you the English equivalent of any expression you do not understand. A large number of the words and expressions you have had in *Useful Words and Phrases* occur in the following conversations.

Record 2A, after 1st spiral.

1. Asking for information

Jim: *salaam.*

Das: *aadaab arz janaab.*

Jim: *isᴛeešan, kahāā hai.*

Das: *baaīī taraf.*

Jim: *maaf kiijiiee.*
māī nahīī samajhtaa.
phir booliiee.

Das: *baaīī taraf jaaiiee.*
aap samjhee?

Jim: *jii hāā.*
māī samajhtaa hūū.
šukriiaa.

Das: *kučh baat nahīī,*
salaam janaab.

Jim: *xudaa haafiz.*

Record 2A, after 2nd spiral.

2. In the station

Jim[1]: *maaf kiijiiee janaab.*
kiaa uaḳt hai.

Das: *giaaraa bajee hāī.*

Jim: *gaaʀii, kab jaatii hai.*

Das: *čaar bajee.*

Jim: *kiaa kah^{e}tee hāī.*
māī nahīī samajhtaa.
dhiiree dhiiree booliiee janaab;

Das: *čaar bajee. aap samjhee?*
eek, doo, tiin, čaar bajee.

Jim: *jii hāā.*
meherbaanii.
hooᴛal kahāā hai janaab.

Record 2B, beginning.

Das: *phir booliiee.*

Jim: *hooᴛal dikhaaiiee.*

Das: *uahāā hai.*

Jim: *hooᴛal kahāā hai.*

Das: *dah^{e}nii taraf.*

Jim: *šukriiaa janaab.*

Record 2B, after 1st spiral.

3. At the hotel

Jim: *iee kiaa hai.*

Das: *iee khaanee-kii dukaan hai janaab,*
aap kiaa čaah^{e}tee hāī.

Jim: *māī khaanaa čaah^{e}taa hūū.*

Das: *aap kiaa khaanaa čaah^{e}tee hāī.*

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[1] Not on record.

Jim: *rooTii, anDee, duudh.*
uskaa daam kiaa hai.

Das: *uskaa daam eek rupiaa hai.*

Jim: *mãĩ dhoonaa čaahᵉtaa hũũ.*
paaxaanaa kahãã hai.

Das: *iahãã hai janaab,*
siidhee,

Jim: *meherbaanii,*

Record 2B, after 2nd spiral.

4. Meeting a friend

Jim: *aadaab arz janaab.*
aap kaisee hãĩ.

Das: *meherbaanii, mãĩ bahot aččhaa hũũ.*
aap kiaa čaahᵉtee hãĩ.

Jim: *kiaa kahᵉtee hãĩ.*
phir booliiee janaab,

Das: *aap kiaa čaahᵉtee hãĩ.*
aap samjhee?

Jim: *jii nahĩĩ janaab;*
mãĩ nahĩĩ samajhtaa.
dhiiree dhiiree booliiee.

Das: *kučh baat nahĩĩ,*
xudaa haafiz janaab,

Jim: *xudaa haafiz.*

2. Check Yourself

Is there any expression in any of these conversations that you do not understand now? If there is, find the meaning of it or ask other members of your group before you proceed. If no one knows, refer to the *Useful Words and Phrases*.

Go through the conversations once more following the same plan as before. Imitate carefully and be sure to keep in mind the English equivalent of everything you are saying in Hindustani.

Finally go through the conversations again but this time take turns. The Leader will assign parts and the exercise is to continue at least until everyone has had a chance to speak one of the parts. Keep this going as long as you have time. When your turn comes, speak clearly and with enthusiasm. Put yourself in the situation and let yourself go. If the Guide asks you to repeat, do so until he is satisfied with your pronunciation.

SECTION E—CONVERSATION

1. Covering the Hindustani (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the Hindustani. Read the English silently and test yourself to see if you can speak the Hindustani for each word and phrase. Check the expressions you are uncertain about and after you have gone through the whole list, uncover the Hindustani and review them. Go through the list once more and continue for at least three times or until you can give the Hindustani readily for all the expressions. To make sure of this, pick out expressions at random and see if you can speak out the Hindustani quickly. Speak the Hindustani aloud and try to imitate your Guide's pronunciation as well as you can remember it.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Useful Words amd Phrases* in Sections A and B. Read to the group the English equivalent of the Hindustani expressions. Call on different students not in any fixed order, asking for the correct Hindustani for the English. For instance, say to A, "*hindustaanii-mẽẽ* Where-is-the-hotel?-*koo kiaa kah'tee hãĩ.*" The students are to respond with their books closed. The Guide will indicate by a negative sign whenever he hears a Hindustani expression that is wrong, or, if there is no Guide, the other members of the group will indicate that they do not agree. Immediately ask someone else to give the expression correctly. Any group member who has difficulty in giving the correct Hindustani should be told to review the *Useful Words and Phrases* thoroughly before the next meeting of the group. Do not spend any time talking about the *why* of the Hindustani; stick to the *how*.

There are two precautions which the Leader must observe in all exercises of this sort and in the conversation practice throughout the course. Be sure that everyone understands them. They are as follows:

1. Every Hindustani expression must be given smoothly and completely before the student's performance can be considered satisfactory. If there is an error in the first attempt, ask the student to give the expression over again in complete form. If he fumbles badly, turn to someone else.
2. Everyone must speak loud enough, so that all can hear. Every student should be encouraged to call out "Louder, please!" if he can't hear. Check on this occasionally by pointing to the student who is listening to someone else's Hindustani, and ask "What did he say?"

If you do not observe these precautions, much time and effort may be wasted in group meetings.

In this section you are going to have your first chance to engage in conversation in Hindustani. This, of course, is the most useful part of the entire unit, and the part you should do with the greatest amount of pep and realism. Do it half-heartedly and you lose most of the value of the unit. Do it earnestly and enthusiastically and you will find that you can readily say a great number of things in Hindustani, fluently and correctly. Read the instructions carefully, get everything you are to do straight in your mind, and then plunge in.

In order to fix in your mind the expressions you will need in the conversation, check yourself on your ability to speak the Hindustani you have learned. By now you should not have to grope for it. The Leader of the group will ask you to supply in turn the Hindustani expressions for the English equivalents which he reads from the *Useful Words and Phrases*. If you have done a thorough job of recalling the Hindustani when you are looking only at the English equivalents, as suggested in Section E, you will have no difficulty in responding promptly and smoothly when you hear the English. Your Guide will let you know if your Hindustani expressions are not correct. If you have no Guide, the members of the group should be ready to correct faulty expressions.

3. Conversation

To the Group Leader: Read the following directions with the class. Encourage the students to strike out for themselves. Spend all the time you can on free conversation practice in an effort to get to the point where students can speak easily and smoothly with a minimum of *ums* and *ers*.

The Leader will assign parts and will ask you to take turns in pairs, carrying on the following conversations. The two persons who are talking together should stand up and act out their parts, speaking as smoothly and naturally as possible. Make it real and get some fun out of it. The Guide will help you if your Hindustani is wrong or if your pronunciation is bad. The Leader will prompt you if you are not sure what comes next in your part.

1. Getting Directions

A approaches a stranger, B, and asks him for information.

1. A apologizes for speaking to B and asks him where there is (a) a restaurant (b) a station or (c) a hotel.
2. B gives A directions (a) to the right (b) to the left or (c) straight ahead.
3. A apologizes again, explains that he does not understand, and asks B if he will please speak slowly.
4. B repeats slowly and clearly and asks A if he understands.
5. A says that he does understand and thanks B.
6. B says that it doesn't matter.
7. A again thanks B and says goodbye.
8. B says goodbye.

2. At a Restaurant

C sits down at a table in a restaurant and is waited on by D.

1. D says good morning to C and asks how C is.
2. C says he is well, thanks, and asks after D's health.

3. D is also well and asks what C wants.
4. C orders a meal—meat, eggs, rice, bread, water, milk—whatever he would like.
5. After eating, C asks how much it is.
6. D tells C that it is one rupee.
7. C pays, saying here it is.
8. D thanks C.
9. C says goodbye to D.
10. D says goodbye to C.

If it is so desired, particularly when the group is too large to give everybody a chance to participipitate in the conversation, the exercise may be continued for longer than the time indicated above. It is also good practice to give people who are having difficulties a second trial.

SECTION F—CONVERSATION (*Cont.*)

To the Group Leader: You can tell from the work that you did on conversation in Section E, whether or not the group needs to spend more time in preparing for successful conversation. If necessary, spend the first part of this section in individual study, having members of the group say the Hindustani of the *Useful Words and Phrases* when they have the English expression covered. Check up on their vocabulary as in Section E. Then continue the work with conversation which you started in Section E.

In this section you are to continue taking part in conversation. If the work didn't go well in Section E, take time to go through the *Useful Words and Phrases* again with the English covered and to give the Hindustani of the English expressions as your Leader asks for it.

Put everything you can into the conversations. Act your part; don't hesitate to talk for fear of making a mistake. You'll make plenty of mistakes at first, but the important thing is to practice talking. You can't correct an error until you have made it.

Try out your Hindustani whenever you get a chance. Don't wait for meetings of the group to practice what you have learned. Pair off between meetings and see what you can do with Hindustani greetings and conversation. When you are alone, run over the list of Hindustani expressions you know. Review them in your mind. Try saying them. See how much you can improve your pronunciation and control of the language in whatever time you can find between meetings of the group. Make this a regular practice throughout the course.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit. This list is for reference only, but you should know all of these before going on to the next unit.

D is alphabetized after *d*, *ķ* after *k*, *R* after *r*, *š* after *s*, and *T* after *t*.

The "(*-ii*)" after certain Hindustani words will be explained in a later unit.

a	
aadaab arz	how do you do
aaj	today
aanee	annas
aap	you
aaTh	eight
aččhaa	good, well
anDee	eggs
b	
baaĩĩ taraf	to the left
baaraa	twelve
baat (*-ii*)	matter
bahot	very
bajee	. . . o'clock
booliiee	please speak
č	
čaah^{e}taa hũũ	[I] want
čaah^{e}tee hãĩ	[you] want
čaar	four
čaaual	rice
čhai	six
d	
daam	price
dah^{e}nii taraf	to the right
das	ten
dhiiree dhiiree	very slowly
dhoonaa	to wash
dikhaaiiee	please show
doo	two
duudh	milk
e	
eek	one
f	
fauran	right away
g	
gaaRii (*-ii*)	train
giaaraa	eleven
goošt	meat
h	
hãã	yes
hai	is, there is
hãĩ	are, there are
hindustaanii	Hindustani
hooTal	hotel
hũũ	am
i	
iahãã	here
iee	this
isTeešan	station
j	
jaaiiee	please go
jaatii hai	[it] goes
janaab	Sir

jii hãã	yes
jii nahĩĩ	no
k	
kaa	of
kab	when
kahãã	where
kahᵉtee hãĩ	[you] say
kaisee	how
kal	tomorrow
kaun	which
khaanaa	food
khaanee-kii dukaan (-ii)	restaurant
kiaa	what
koo	to
kučh	any
kučh baat nahĩĩ	it doesn't matter
m	
maaf kiijiiee	excuse me
mãĩ	I
mẽẽ	in
meherbaanii	thank you
n	
nahĩĩ	not, is not, am not, are not
nau	nine
p	
pããč	five
paanii	water
paaxaanaa	toilet
paisaa	money
paisee	pice (coins)
phir	again
piinaa	to drink
piinee-kaa paanii	drinking water
r	
rooᴛii (-ii)	bread
rupiaa	rupee (monetary unit)
s	
saat	seven
salaam	good morning, good evening, hello, goodbye
samajhtaa hũũ	I understand
nahĩĩ samajhtaa	[I] don't understand
samjhee	[you] understood
sau	one hundred
sigreᴛ	cigarettes
siidhee	straight ahead
š	
šukriiaa	thank you
t	
taariix (-ii)	date
təraf	direction
tiin	three
u	
uahãã	there
uaḳt	time
uoo	that
us-kaa	its
x	
xudaa haafiz	goodbye

MEETING PEOPLE

SECTION A—BASIC SENTENCES

To the Group Leader: Adopt the following steps as a standard practice in conducting this course:

1. **Before each meeting of the group, be sure to read carefully and get clearly in mind the instructions covering those sections of a unit which you expect to take up in the group meeting.**
2. **Before each group meeting, see that the Guide is available with his *Guide's Manual* or that phonograph and records are ready.**
3. **Have the members of the group read together the instructions that precede each piece of work they are to do before they begin it. Let one member of the group read these instructions aloud while the others follow the reading in their books.**
4. **Take time, following the reading of all instructions, to make sure that everyone understands exactly what he is to do.**

In Section A of Unit 2 follow the same procedure as that outlined for *Useful Words and Phrases* of Section A in Unit 1. Go through the *Basic Sentences* once with everyone repeating in unison after the Guide or phonograph record. Then take up the *Hints on Pronunciation* which follow. Come back to the *Basic Sentences* and go through them once more, with repetitions in unison after the Guide. Pay particular attention to those items of pronunciation you have been working on. Finally, go through the *Basic Sentences* a third time with solo repetition. The Guide will call for as many repetitions as may be necessary to get a pronunciation that sounds to him like Hindustani.

Make everyone speak loudly and clearly. Keep the work moving. Don't let it drag.

Begin this section by listening, in the manner already outlined in Section A of the preceding unit, to the *Basic Sentences* which follow. Be sure to keep in mind the meaning of the Hindustani by reading silently the English equivalent. As you listen to the Hindustani, keep your eye on the *Aids to Listening*. This will help you imitate accurately the pronunciation you are hearing. Repeat each word and phrase loudly and clearly right after you hear it. As you pronounce the Hindustani, do so as though you really meant what you are saying. Do not forget that these words and phrases convey a real meaning and it is up to you to say them as though you were actually using them. Go through the sentences in unison and with your book open.

The *Basic Sentences* are set up as conversations so that you may hear and speak the Hindustani as you would hear and speak it if you were talking with Indians.

Although numerous characters are introduced in these *Basic Sentences*, it is not important for you to try to keep in mind just who they are or their relationship to one another. You are concerned rather with WHAT they say and HOW they say it.

1. Basic Sentences

Mr. Das and Mr. Potter meet Mr. Das's friend, Mr. Ram Lal.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Record 3A, beginning.	
Mr. Ram Lal:	
How do you do, sir?	*aadaab arz janaab.*
the gentleman	*saaheb,*
who	*kaun,*
Who is this gentleman?	*iee saaheb kaun hãĩ.*
Mr. Das:	
with him	*in-see,*
please meet	*miliiee,*
I'd like you to meet him.	*in-see miliiee.*
his	*in-kaa,*
the name	*naam,*
His name is Mr. Potter.	*in-kaa naam* Mr. Potter *hai.*
Mr. Ram Lal:	
the friend	*doost,*
Does your friend speak Hindustani?	*kiaa aap-kee doost, hindustaanii booltee hãĩ?*
Mr. Das:	
but	*leekin,*
He understands it, but please speak [very] slowly.	*samajhtee hãĩ. leekin dhiiree booliiee.*
Mr. Ram Lal:	
Where are you from?	*aap kahãã-see hãĩ?*
Mr. Potter:	
I'm from America.	*mãĩ amriikaa-see hũũ.*
Mr. Ram Lal:	
India	*hindustaan,*
you like	*aap pasand kartee hãĩ,*
Do you like India?	*kiaa aap, hindustaan, pasand kartee hãĩ?*
Mr. Potter:	
Yes, I like it a lot.	*jii hãã. mãĩ bahot pasand kartaa hũũ.*
Mr. Ram Lal:	
for a meal	*khaanee-kee liiee,*

you can come	*aap aa saktee hãĩ,*
Can you come for dinner?	*kiaa aap, khaanee kee liiee, aa saktee hãĩ?*
Mr. Potter:	
[Yes,] thank you [very much]	*meherbaanii,*
When should I come?	*mãĩ kab aaũũ.*
Mr. Ram Lal:	
by all means	*zaruur.*
Today, by all means.	*aaj zaruur aaiiee.*
early	*jaldii,*
Please be sure to come early.	*jaldii zaruur aaiiee.*
all right	*Thiik,*
Is seven o'clock all right?	*kiaa saat bajee Thiik hai?*
Mr. Potter:	
That's fine.	*aččhaa.*

Record 3B, beginning.

[At Mr. Ram Lal's House:][1]

Mr. Potter:	
Hello.	*salaam.*
Servant:	
Good evening, sir.	*salaam saaheb.*
Mr. Potter:	
Is Mr. Ram Lal in?	*kiaa raam laal hãĩ?*

[1] Not recorded.

Servant:	
inside	*andar,*
I'll see. (lit. I look inside)	*mãĩ andar deekhtaa hũũ.*
the little while	*thooRii deer,*
please wait	*Thairiiee.*
Please wait just a moment.	*thooRii deer Thairiiee.*[1]
to Ram Lal	*raam laal-koo,*
a little	*thooRaa,*
the work	*kaam,*
Mr. Ram Lal's busy for a minute.	*raam laal-koo, thooRaa kaam hai.*
[then	*too*][2]
O.K. I'll wait, (then).	*Thiik. too Thairũũ-gaa.*
anything *or* something	*kuč̌h*
Is there anything I can do for you?	*kiaa, aap-kee liiee, kuč̌h kar saktaa hũũ?*
Mr. Potter:	
the trouble	*takliif.*
don't do	*mat-karoo,*
(No,) don't bother.	*takliif mat-karoo.*
Mr. Ram Lal comes in.	
Mr. Ram Lal:	
happy	*xuš,*
How do you do, sir. I'm very delighted.	*aadaab arz janaab. mãĩ bahot xuš hũũ.*

[1] The record has: *ThooRii deer, Thairiiee.*

[2] Not on record.

my wife	*meerii biiuii,*
my boys	*meeree laRkee,*
This is my wife, these are my boys.	*iee meerii biiuii hai, iee meeree laRkee hãĩ.*

Mr. Potter:

with you	*aap-see,*
having met	*mil-kar,*
Pleased to meet you.	*mãĩ aap-see mil-kar, bahot xuš hũũ.*

Record 4A, beginning.

Mr. Ram Lal:

the members of the family	*baal-baččee.*
in America	*amriikaa-mẽẽ,*
Is your family in America?	*kiaa aap-kee baal-baččee, amriikaa-mẽẽ hãĩ?*

Mr. Potter:

the son	*beeTaa.*
the college	*kaalij.*
he studies	*paRhtaa hai.*
Yes, one of my sons studies in college there.	*jii hãã. eek meeraa beeTaa, kaalij-mẽẽ, paRhtaa hai.*

[They have dinner and talk for some time afterwards.[1]]

a period of time	*deer.*
is getting to be	*hootii hai.*
It's getting late.	*deer hootii hai.*
I really must go.	*mãĩ jaanaa čaah·taa hũũ.*

Mr. Potter and Mr. Ram Lal:

Good-bye.	*xudaa haafiz,*

Mr. Ram Lal:

the house	*ghar,*
This house is yours. Please come again.	*iee aap-kaa ghar hai, phir aaiiee.*

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

To the Group Leader: The explanations preceding each *Practice* should be read by the group and discussed before the Practice is attempted. The practice for *Hints on Pronunciation* is in the Guide's Manual and on the phonograph records. Follow the same procedure in working with the practice material that you have followed with the *Basic Sentences.* Go through as many times as may be necessary to give each member of the group reasonable control of the item of pronunciation that is being taught. Have the group repeat after the Guide, first in unison, then individually.

1. *D, T, d, t.* Compare the sounds we spell *D* and *T* with the ones spelled *d* and *t*. Both are similar to English "d"s and "t"s; in fact, ordinary English "d"s and "t"s are made at a point in the mouth which is

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[1] Not recorded.

between the places where Hindustani speakers make their *d*, *t* and their *D*, *T*. For *d* and *t* put the tip of your tongue against or even slightly between your TEETH; for *D*, *T* curl the tip of the tongue slightly upward so that it presses firmly against the roof of the mouth behind the teeth. This distinction is as important in Hindustani as is the distinction between any two consonants sounds, as between "t" and "p" in English.

If you observe your own English "d"s and "t"s and compare them with the preceding description, you will agree that the English sounds are more like *D*, *T* (back) than like *d*, *t* (teeth). That is why English words such as 'station', 'hotel', when used by Hindustani speakers, are pronounced as *isTeešan*, *hooTal*. Listen, however to the slight difference, and pronounce the Hindustani version of these English words just as the Guide or the speaker on the record says them.

Some persons, by the way, do occasionally pronounce something like Hindustani 'teeth' *d*'s and *t*'s, namely, before *th* in 'width', 'at that'.

Listen to the different sound in *baat* 'matter' and *aaTh* 'eight' (disregarding for the moment the final *h*). Not only is the *t* different from the *T*, but the *aa*-vowels preceding them have a different quality. The *aa* in *aaTh* sounds almost like the English "ar" in 'art', as some people pronounce it. If the *T* is pronounced correctly, the *aa*-sound will automatically sound right, too.

Record 4A, after 1st spiral.

Practice 1

baat	'the matter'
aaTh	'eight'
jaatii hai	'it goes'
hooTal	'the hotel'
andar	'inside'
anDee	'eggs'

2. The *R*-sound. The sound of *R* is something like an extremely short *D*. It is not difficult to make if you practise the following: first, the tongue is bent back; then it is rapidly flapped forward, touching for a brief moment the roof of the mouth, and ending up flat at the bottom of the mouth. It is important that the contact between tongue and roof of the mouth should be a mere tap, without stopping the movement of the tongue. The resulting sound is completely different from the American English "r". Now listen to the way your Guide says *R* in the following examples, and repeat after him.

Record 4A, after 2nd spiral.

Practice 2

gaaRii	'the train'
laRkii	'the girl'
laRkee	'the boys'
paRhtaa hai	'he studies'

3. The *x*-sound. This sound is almost exactly like the noise some people make when they clear their throats of phlegm before they are going to spit. Listen to the way your Guide says the sound in the following examples, and repeat right after him:

Record 4A, after 3rd spiral.

Practice 3

xudaa haafiz	'Good-bye'
**meeraa xiaal hai*	'I think'
**xuubsuurat*	'beautiful'

4. The *r*-sound. Neither the Hindustani R (which is really closer to a D-sound), nor the *r* are anything like the American English "r". You must train yourselves never to use an American *r* while speaking Hindustani. The Hindustani sound here spelled *r* is trilled, like the "rrr" that children say in imitating the sound of a motor or telephone bell. Do not confuse R and *r*. Listen to your Guide when he says the following examples, and repeat right after him:

Record 4A, after 4th spiral.

Practice 4

dhiiree	'slowly'
andar	'inside'
kartii hai	'she does'

If you are uncertain about any of the points of pronunciation which have been discussed, ask your Guide to repeat the words and phrases with which you are having trouble, and try to improve your pronunciation. Remember that these notes are only approximate and are at best an imperfect description of the sounds.

When you are satisfied that you can pronounce fairly well all the sounds, go through the *Basic Sentences* once more in unison and with your book open. As you repeat after your Guide, keep your eye on the *Aids to Listening*, and note in particular the examples of the sounds discussed. Do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally go through the *Basic Sentences* again, this time taking turns. Keep your book closed, listen carefully to your Guide, and make sure that your pronunciation satisfied him.

3. Check Yourself

Did you go through the *Basic Sentences* at least twice with your book open and then at least once with your book closed?

Did you repeat each word and phrase immediately after hearing it in a loud, clear voice?

Did you follow the pronunciation you heard even if it seemed different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Hindustani?

If your Guide asked you to repeat, did you do so with enthusiasm and as many times as necessary until he was satisfied with what you were saying?

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*These words are introduced at this point for pronunciation practice only.

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. **Word Study** (Individual Study)

If your group has time for outside assignments, do the *Word Study* between meetings of the group. Otherwise make it independent study in the group meeting.

In this section we take up some of the words and expressions you have just learned and examine them to see how the language is built. First read the words and expressions in each list and make sure that you understand the meaning of the Hindustani. Then read the comment which follows each list. This should make clear to you just how the words function and how they are put together. If there are any points that are not clear to you, make note of them and ask other members of the group about them. Follow the same procedure with each list and each comment.

A. THE WORDS FOR "AM", "IS", AND "ARE"

Words like "be", "go", "do", "learn" are called VERBS in English. We shall use the same term for their Hindustani equivalents.

mãĩ amriikaa-see hũũ 'I AM from America'
mãĩ xuš hũũ 'I AM happy'
iee khaanee-kii dukaan hai 'this IS a restaurant'
uoo kiaa hai 'what IS that?'
iee meeree laRkee hãĩ 'these ARE my boys'
kiaa aap-kee baal-baččee amriikaa mẽẽ hãĩ? 'ARE the members of your family in America?'
aap kahãã-see hãĩ 'where ARE you from?'

The words at the end of the above sentences are the most common verb forms in Hindustani, namely the words for "am": *hũũ*;
"is": *hai*;
"are": *hãĩ*.

Note that these words, like most other Hindustani verb forms come at the end of the sentence, no matter if you make a statement or ask a question.

The expressions with *hãĩ* will be called PLURAL; those with *hũũ* and *hai*, SINGULAR.

B. PERSONAL PRONOUNS

Now let us go back to the examples under A.

Such words as: *mãĩ* 'I'
iee 'this, these'
uoo 'that, those',

will be called PRONOUNS. In conversation you will find that these particular pronouns are often omitted. In other words, you will come across sentences like *xuš hũũ* 'I am glad,' *kahãã-see hãĩ* 'where are you from?'

iee 'this, these' and *uoo* 'that, those' often correspond to a mere 'he, she, it, they' in English. *iee*, however, will refer to things or persons immediately present, or about to be mentioned in the same sentence, while *uoo* is used in all other cases.

aap 'you' is similar to a pronoun in many ways. It is a polite expression; later on you will hear other forms, which are used in less formal speech. It is safe to use *aap* with most strangers. Notice that *aap* is always used with the plural *hãĩ*, no matter whether one or several persons are addressed (just like the English "you" is used with "are").

C. HOW TO ADDRESS A PERSON

aadaab arz janaab	'How do you do, sir?'

In greeting each other, Indians use one of several conventional phrases. Some of these are very common. You may hear many others, sometimes very elaborate ones. Some of them are used by Hindus only, others by Moslems only, others only by certain Hindu castes, etc. The material given here, however, is in common use everywhere.

The most general greeting is *salaam*, used also when parting. *aadaab arz* is more formal and slightly Moslem; it is used only when you meet a person. For saying good-by, the more formal expression is *xudaa haafiz*. *janaab* can be used after these greetings, roughly equivalent to our 'sir.' *janaab* (or *janaab-janaab*) can also be used by itself as a greeting meaning 'How do you do, sir?"

salaam saaheb	'Good morning (good afternoon, etc.), sir.'
iee saaheb kaun hãĩ	'Who is this gentleman?'

saaheb means "Sir!", but also "gentleman": *uoo saaheb* 'that gentleman.'

kiaa raam laal hãĩ	'Is Mr. Ram Lal in?'

"Mr." before names does not have to have a Hindustani equivalent. It is all right, though, to use *saaheb* after the name: *iee* Potter *saaheb hãĩ* 'this is Mr. Potter.'

You have noticed that with all these expressions you find the plural, *hãĩ*, rather than the singular, *hai*. This, too, marks more elaborate courtesy.

The question *aap kaisee hãĩ* is actually an inquiry after the other fellow's health, and not just a casual greeting, as the English "How are you?" Thus, it is used much less in casual conversation.

D. "IS, THERE IS, IS IN"

kiaa raam laal hãĩ	'Is Mr. Ram Lal in?'

hai, *hãĩ* are also the regular equivalents of such English expressions as "there is . . . ," "there are . . . ," "is there . . . ," "(he) is in," etc. For example: *paanii hai* 'there is water,' *anDee hãĩ* 'there are eggs.' The "there" in "there is" is rendered by *uahãã* only when it conveys the definite meaning 'over there, yonder': *paanii uahãã hai* 'the water is over there.'

E. "THE, A, AN"

There is not much room in Hindustani for the distinction we make between "time," "the time," "a time." All these things are expressed by one word, namely *uaḳt*. One, however, often hears phrases like *eek gaaRii* 'a train' (literally: "one train"); *eek doost* 'a friend'. In other words, there is no such thing as an "article" in Hindustani.

2. Covering English and Hindustani of Word Study

Read aloud several times the examples given you in the *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat the operation until you are sure that you know every expression. As a final test, cover the Hindustani and see if you can speak out the Hindustani expressions by simply looking at the English. Skip about and test yourself thoroughly.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences* with your Guide or the phonograph record. Go through them as many times as you can, taking turns repeating the Hindustani individually. Try it with books closed and see how you get along without the help of the *Aids to Listening*. Always keep in mind the meaning of the Hindustani you are hearing and speaking. As you go through the *Basic Sentences* be on the lookout for examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences* with your Guide or the phonograph record. For the detailed procedure to be followed read again the instructions for the review of the first half of the *Basic Sentences.*

2. Covering the English of Basic Sentences

(Individual Study)

Here is your chance to find out just how well you have learned the meaning of the Hindustani expressions you have had up to this point. Go back to the *Basic Sentences* in Section A and cover the English. Read the Hindustani aloud and see whether you can supply the English equivalents of the words and phrases. Mark those you are not sure about and after reading the list through, uncover the English and look up their meaning. Cover the English again and repeat the procedure until you can go through the entire list giving all the meanings without difficulty.

3. What Would You Say?

For each of the following situations, two or more Hindustani sentences are given. All the sentences make perfectly good sense and are written in correct Hindustani, but only one of them fits the situation. Read all of them out loud and pick out the one that fits the situation. Be sure you know why the other choices are not suitable. At the next meeting of the group you will be asked to say what you have chosen, and you will have a chance to test your answers. Do not write anything down.

1. You are introducing your friend, Mr. Potter, to Mr. Ram Lal and you say:
   a. *in-see miliiee. in-kaa naam Mr. Potter hai.*
   b. *mãĩ aap-see mil-kar bahot xuš hũũ.*

2. Mr. Ram Lal asks you whether Mr. Potter speaks Hindustani by saying:
   a. *kiaa aap hindustaan pasand kartee hãĩ?*
   b. *kiaa aap-kee doost hindustaanii booltee hãĩ?*

3. You answer that he understands:
   a. *aap samjhee?*
   b. *samajhtee hãĩ.*
   c. *mãĩ nahĩĩ samajhtaa.*

4. Mr. Ram Lal asks Mr. Potter where he comes from, saying:
   a. *kiaa aap-kee baal-baččee amriikaa-mẽẽ hãĩ?*
   b. *aap kahãã-see hãĩ.*

5. Mr. Potter replies:
   a. *mãĩ bahot pasand kartaa hũũ.*
   b. *mãĩ kab aaũũ.*
   c. *mãĩ amriikaa-see hũũ.*

6. Mr. Ram Lal invites Mr. Potter for a meal:
   a. *iee aap-kaa ghar hai.*
   b. *jaldii zaruur aaiiee.*
   c. *aap kab khaanee-kee liiee aa saktee hãĩ.*

7. The servant tells Mr. Potter to wait:
   a. *thooʀii deer ᴛhairiiee.*
   b. *takliif mat-karoo.*
   c. *deer hootii hai.*

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Read the English describing the situations in *What Would You Say?* of Section C, and call on different students, not in any fixed order, to speak the Hindustani which the situation calls for. Encourage the students to give the Hindustani, if they can, without reading it from the simplified spelling in their books. Then ask different members of the group to give the meaning in English of the different Hindustani expressions listed for each situation.

Go back to the last exercise in the preceding section. The Leader will ask different members of the group to speak the Hindustani to be used in each of the situations given. Other members of the group will criticize the choices made if they do not agree with them. The Leader will also ask for the English equivalents of all the other expressions offered as choices, taking turns around the group.

2. Word Study Check-Up

To the Group Leader: As a further check on the students' understanding of the *Word Study*, read the English equivalent of the Hindustani expressions given before each comment under *Word Study*. Call on different students, not in any fixed order, to give the correct Hindustani for the English. For instance, say to A: "***hindustaanii-mẽẽ*** they (you) are-***koo kiaa kah·tee hãĩ***" and so on. The Guide will at this point indicate by a negative sign whenever he hears a Hindustani expression that is wrong. If there is no Guide, the other members of the group will signal that they do not agree. Immediately ask someone else to give the right answer. Any member of the group who has difficulty in giving the correct Hindustani should be told to review the *Word Study* thoroughly before the next meeting of the group. Do not take time in this exercise to talk about the ***why***. Stick to the ***how***.

The Leader will ask different members of the group to give the correct Hindustani for the English equivalents of the expressions you studied in the *Word Study*. If you give the wrong answer, the Guide will let you know by making a negative sign; or, if there is no Guide, the other members of the group will indicate that they think your answer is wrong. The Leader will then immediately call on someone else for the right answer. If you have difficulty in giving the correct Hindustani, review the *Word Study* thoroughly.

3. Listening In

To the Group Leader: Re-read the note *To the Group Leader* in Section D1 of Unit 1. Follow the same procedure as outlined there. The first time you go through the conversations, check up on the meaning at the end of each conversation. Then go through all of them a second time without stopping. Finally, assign parts and have the students read the conversations. Get them to do a little acting if you can. Encourage them to speak loudly and clearly and to get into the spirit of the situation.

Keep your book closed while the Guide reads the following conversations and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Hindustani immediately after you hear it. At the end of each conversation take time out to check up on the meaning of any word or phrase about which you are in doubt. Ask some other member of the group to give you the English equivalent or in case no one knows, go back to the *Basic Sentences* of this unit and make sure that you understand everything before you proceed any further. Go through the conversations a second time, repeating after the Guide individually. Then take parts in the conversations. This exercise contains almost all the new words you have learned in this unit.

Listening In

Record 4A, after 5th spiral.

1. Jim and his friend meet Mr. Das in the street:

Das: *iee saaheb kaun hãĩ.*

Jim: *iee meeree doost hãĩ.*
in-see miliiee. in-kaa naam Mr. Potter *hai.*

Das: *aadaab-arz janaab. mãĩ aap-see mil-kar, bahot xuš hũũ.*

Jim: *meeree doost, hindustaanii, nahĩĩ booltee.*
uoo amriikaa-see hãĩ.

Das: *kiaa iee hindustaan pasand kartee hãĩ?*

Jim: *jii hãã. bahot pasand kartee hãĩ.*

Record 4B, beginning.

Das: *kiaa aap khaanee-kee liiee aa saktee hãĩ?*

Jim: Mr. Potter-*koo thooʀaa kaam hai.*
leekin mãĩ aaũũ-gaa.
aap-kaa ghar kahãã hai.

Das: *uahãã hai.*
baaĩĩ taraf.

Jim: *ᴛhiik.*
mãĩ saat bajee aaũũ-gaa.

Record 4B, after 1st spiral.

2. Jim is looking for a restaurant:

Jim: *maaf kiijiiee janaab.*
khaanee-kii dukaan kahãã hai.

Das: *iee khaanee-kii dukaan hai.*
aap-kee liiee, kiaa kar saktaa hũũ.

[Jim:][1] *phir booliiee;*
mãĩ nahĩĩ samajhtaa.

Das: *kiaa aap hindustaanii booltee hãĩ?*

Jim: *jii hãã.*
leekin dhiiree dhiiree booliiee.

Das: *mãĩ aap-kee liiee, kiaa kar saktaa hũũ.*

Jim: *mãĩ khaanaa čaahᵉtaa hũũ.*

Das: *aap kiaa caahᵉtee hãĩ.*
kiaa aap anᴅee pasand kartee hãĩ?

Jim: *jii hãã.*
mãĩ bahot pasand kartaa hũũ.

Das: *thooʀii deer ᴛhairiiee janaab,*
maaf kiijiiee.

Jim: *ᴛhiik.*

Das: *anᴅee iahãã hãĩ.*

[1] Not recorded.

Jim: *šukriiaa. iee aap-kee liiee hai.*
Das: *bahot meherbaanii janaab;*

Record 4B, after 2nd spiral.

3. Jim introduces his son to Das:

Das: *maaf kiijiiee janaab. iee-saaheb kaun hãĩ.*
Jim: *iee meeraa beeᴛaa-hai.*
uoo kaalij-mẽẽ paʀhtaa hai.
Das: *kiaa uoo kaalij pasand kartee hãĩ?*
Jim: *jii nahĩĩ janaab.*
Das: *phir uoo kiaa pasand kartee hãĩ.*
Jim: *uoo sigreᴛ piinaa pasand kartaa hai.*
leekin mãĩ sigreᴛ piinaa nahĩĩ pasand kartaa.
Das: *kiaa aap-kii biiuii iahãã hai?*
Jim: *jii nahĩĩ.*
meerii biiuii-koo kučh takliif hai.
uoo ghar-mẽẽ hai.
aap-kii biiuii, kahãã hãĩ.
Das: *meerii biiuii isᴛeešan-mẽẽ hai.*
deer hootii hai.
meerii gaaʀii aaᴛh bajee jaatii hai.
mãĩ jaanaa čaah°taa hũũ.
xudaa haafiz,
Jim: *salaam janaab.*

Is there any word or phrase in this conversation that you do not understand now? If there is, be sure to find out its meaning by asking members of your group or looking it up in the *Basic Sentences.*

Go through the conversations again following the same plan as before. Imitate carefully and keep in mind the meaning of everything you are saying in Hindustani.

Finally go through the conversations a third time. Take turns speaking the parts and continue until everybody has had a chance to speak at least one of the parts. Keep this exercise going as long as you have time. Get the most out of this individual performance and when your turn comes, speak clearly and with feeling. The Guide will correct any errors he hears by asking you to repeat. Make every effort to satisfy him with your pronunciation.

SECTION E—CONVERSATION

1. Covering the Hindustani of Basic Sentences

(Individual Study)

Go back to the *Basic Sentences* of this unit. Cover up the Hindustani. Read the English silently and test yourself to see how many words and phrases you can say in Hindustani. Check the words you are uncertain about and after you have gone through the whole list, uncover the Hindustani and review them. Go through the list once more and continue for at least three times or until you can give the Hindustani readily for all the expressions. This test is hard, but if you succeed in saying the Hindustani for all the sentences by merely looking at the English, you are doing well indeed. To make sure of this, after you are certain you know the material, pick out expressions at random and see if you can still speak the Hindustani quickly. As you practice, you must always speak the Hindustani aloud and try to imitate the pronunciation of your Guide as well as you can recall it.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Basic Sentences.* Read to the group the English equivalents of the Hindustani expressions. Call on different students, not in any fixed order, asking for the correct Hindustani for the English. This check-up is to be conducted in the same way as the *Vocabulary Check-Up* of Section E 2 of Unit 1. If you have any question about the proper procedure, review the note *To the Group Leader* in that section. Remember not to spend any time talking about the *why* of the Hindustani; stick to the *how.*

In this section you are going to have your second chance to engage in conversation in Hindustani. Remember that this is the most useful part of your study. Therefore, you should make the greatest effort to do this part as well as you possibly can. Get perfectly clear what you are to do and then plunge into it with enthusiasm.

Before you begin the conversation, check yourself on your ability to speak the Hindustani you have learned up to this point. As in the *Vocabulary Check-Up* of Unit 1, the Leader of the Group will ask you to supply in turn the Hindustani expressions for the English equivalents which he reads from the *Basic Sentences.* Figure out how to say the Hindustani for each English phrase or sentence whether it is your turn to speak or not. Only in this way can you get the most value out of the *Check-Up.* If there is much of the Hindustani which you don't know, review the *Basic Sentences* at the first opportunity outside of the group meeting.

3. Conversation

To the Group Leader: This section represents the real purpose of the entire unit. The course is intended to teach you to speak Hindustani and to understand it when you hear it spoken. Follow the instructions and give all the time you can to free conversation practice. Any members of the group who have special difficulty recalling the Hindustani words and phrases they need to express a meaning should be told to do more work with the *Useful Words and Phrases* and *Basic Sentences.* They need, in particular, more practice in covering the Hindustani and recalling it when they read the English. Practice in getting the meaning of the *Listening In* records will also help. Arrangements should be made for students to play and listen to the records whenever they can between meetings of the group.

Then turn to the outlined conversations which follow. Assign parts and ask the students to act them out. Vary the situations and suggest to the students that they vary the Hindustani slightly as they gain confidence in their speaking. Remember to keep the speaking loud enough so that everyone can hear. See that everyone is listening and trying to understand the Hindustani that is being spoken.

The Leader will assign parts and will ask you to reproduce the conversational situations which follow. Act your part. Don't be afraid to vary the conversation if you are sure of your Hindustani and use the Hindustani you have learned in Unit 1 as well as that of Unit 2. Continue this practice until everyone can speak any part of the conversations even though slight changes in the situations are introduced.

1. You meet Mr. Das and his friend, Mr. Potter, on the street and exchange greetings:

   1. You say how do you do to Mr. Das, and ask how he is.
   2. Mr. Das says he's well, thank you, and asks you how you are.
   3. You say you're fine, thanks, and ask who that gentleman is.
   4. Mr. Das tells you this is his friend, Mr. Potter, and asks you to meet him.
   5. You tell Mr. Potter you're very glad to meet him. You ask him where he comes from.
   6. Mr. Potter tells you he's from America.
   7. You ask him whether he likes India.
   8. He answers that he likes it very much.
   9. You ask him to come for a meal.
   10. Mr. Potter accepts and thanks you.

2. You enter a store and greet a salesman:

   1. You say hello.
   2. He says how do you do, and asks what he can do for you.
   3. You tell him you want cigarettes.
   4. He asks you to wait a moment.
   5. You say all right.
   6. He says here are the cigarettes.
   7. You thank him and ask him how much it is.
   8. He tells you it is three annas.
   9. You say here it is.
   10. He says thank you very much, sir, please come again.
   11. You both say goodbye.

Throw yourself into these conversations. Do the best you can with pronunciation and with the Hindustani, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly and as though you must mean what you are saying. The Guide will help you correct your errors. If you can do this work well, it means that you are actually conversing in Hindustani, and that is your chief aim in this course.

SECTION F—CONVERSATION (*Cont.*)

Read again the instructions given in Section F of the preceding unit. Then continue the conversations which you started in Section E of this unit.

Take every opportunity between now and the next meeting of the group to try out your Hindustani on other members of the group or on native speakers around you. Carry on conversations with them whenever you get a chance. Ask questions. At this stage of the game, don't try to use phrases or sentences which are different from those you have learned thus far in this course.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit which are in any way new or unusual. From now on we shall not repeat words which have been drilled sufficiently in previous units. This list is for reference only, but you should know all these before going on to the next unit.

a	
aaiiee	please come
amriikaa	America
andar	inside
aap-kaa	your
aap-kee	your
aa saktee hãĩ	(you) can come
aaũũ	I should come
aaũũ-gaa	I shall come
b	
baal-baččee	members of the family
bahot	much, very
beeTaa	son
biiuii (*-ii*)	wife
booltee hãĩ	he speaks (polite)
	you speak
d	
deekhtaa hũũ	I look, I see
deer (*-ii*)	period of time, delay
doost	friend
g	
ghar	house
h	
hãĩ	are
hindustaan	India
hootii hai	it is getting, it becomes
i	
iee	this, these, he, she, it, they
in-kaa	his (polite form)
in-see	with him (polite)

j	
jaanaa	to go
jaldii	early
k	
kaalij	college
kaam	work
karoo	do!
kar saktaa hũũ	I can do
kaun	who?
-kee liiee	for . . .
khaanee-kee liiee	for eating, in order to eat
kiaa	see *Word Study*
-koo	to . . .
l	
laʀkee	boys
leekin	but
liiee	for
m	
mat	don't!
mat-karoo	don't do!
meeraa	my
meeree	my
meerii	my
miliiee	please meet
mil-kar	having met
n	
naam	name
p	
paʀhtaa hai	he studies
pasand kartaa hũũ	I like
pasand kartee hãĩ	you like; he likes (polite)
s	
saaheb	gentleman
saktee hãĩ	you can
samajhtee hãĩ	you understand he understands (polite)
-see	with . . . from . . .
t	
takliif (*-ii*)	trouble
thooʀaa	a little, some
thooʀii	a little, some
too	then
T	
ᴛhairiiee	please wait
ᴛhairũũ-gaa	I'll wait
ᴛhiik	all right
u	
uoɔ	that, those, he, she, it, they
x	
xuš	glad, happy
z	
zaruur	by all means

UNIT 3

WHAT'S YOUR TRADE?

SECTION A—BASIC SENTENCES

To the Group Leader: **Read carefully the note to the Leader in Section A of Unit 2. Then go through the *Basic Sentences* once, and take up the *Hints on Pronunciation*. Go through the *Basic Sentences* at least twice more individually, paying especial attention to pronunciation.**

Go through the *Basic Sentences*, in unison, in the same way you did for Section A of the preceding unit. Be sure to put plenty of life into your repetition of the sentences. After you have gone through the *Basic Sentences* once in unison and have done the *Hints on Pronunciation*, come back to the *Basic Sentences*. Pay particular attention to the points of pronunciation you have just been working on and go through the sentences at least twice more individually.

1. Basic Sentences

Record 5A, beginning.

Jim asks Paul about his trade and his family.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Jim:	
it is my opinion	*meeraa xiaal hai,*
that I know you	*kee aap-koo jaantaa hũũ,*
I think I know you.	*meeraa xiaal hai kee aap-koo jaantaa hũũ,*
Isn't your name Smith?	*too kiaa aap-kaa naam* Smith *hai,*
Paul:	
Yes, my name is Paul Smith.	*jii hãã. meeraa naam* Paul Smith *hai.*

Jim:	
the brother	*bhaaii,*
I'm your brother's friend.	*mãĩ aap-kee bhaaii-kaa doost hũũ,*
Paul:	
My younger brother's?	*meeree čhooTee bhaaii-kaa?*
Jim:	
No, your elder brother's.	*jii nahĩĩ. aap-kee baRee bhaaii-kaa.*
now	*abhii,*
Where is he now?	*abhii uoo kahãã hãĩ,*
Paul:	
I don't know.	*mujh-koo maaluum nahĩĩ.*
the sailor	*jahaazii,*
He's a sailor.	*uoo jahaazii hãĩ.*
Jim:	
you, too	*aap bhii,*
Are you a sailor, too?	*kiaa aap bhii jahaazii hãĩ?*
Paul:	
No.	*jii nahĩĩ.*
and	*aur,*
both	*doonõõ,*
in the army	*fauj-mẽẽ,*
My younger brother and I are both in the army.	*mãĩ, aur meeraa čhooTaa bhaaii, doonõõ fauj-mẽẽ hãĩ.*
we	*ham-loog,*
American soldiers	*amriikan sipaahii,*
We are American soldiers.	*ham-loog amriikan sipaahii hãĩ.*

Jim:	
(you) stay	*rahᵉtee hãĩ,*
Where do you live?	*aap kahãã rahᵉtee hãĩ.*
Paul:	
with a friend	*eek doost-kee saath.*
We live with a friend	*ham-loog eek doost-kee saath rahᵉtee hãĩ.*
Record 5B, beginning.	
Do you know him?	*kiaa aap un-koo jaantee hãĩ?*
His name is Ram Lal.	*un-kaa naam raam laal hai.*
Jim:	
I don't think so.	*meeraa xiaal nahĩĩ.*
his trade	*un-kaa peešaa,*
What's he do?	*un-kaa peešaa kiaa hai.*
Paul:	
He's a shopkeeper.	*uoo dukandaar hãĩ.*
his shop	*un-kii dukaan,*
His shop is very big.	*un-kii dukaan bahot baʀii hai.*
Do you want to meet him?	*kiaa aap un-koo milnaa čaahᵉtee hãĩ?*
Jim:	
(I) cannot meet	*nahĩĩ mil saktaa.*
I can't meet him now.	*mãĩ un-koo abhii nahĩĩ mil saktaa.*
to me	*mujh-koo,*
is not	*nahĩĩ,*
I haven't any time.	*mujh-koo uaḵt nahĩĩ.*
But I can meet him tomorrow.	*leekin kal un-koo mil saktaa hũũ.*

Paul:	
Sunday	*ituaar,*
Tomorrow's Sunday.	*kal ituaar hai.*
(he) doesn't work	*kaam nahĩĩ kartee.*
He doesn't work on Sunday.	*uoo ituaar-koo kaam nahĩĩ kartee.*
on Monday or Tuesday	*soomuaar, iaa mangal-mẽẽ,*
(we) can see	*deekh saktee hãĩ;*
But we can see him on Monday or Tuesday.	*leekin ham-loog, soomuaar, iaa mangal-mẽẽ, un-koo deekh saktee hãĩ.*
Jim:	
Good.	*aččhaa,*
Paul:	
his sister	*un-kii bahen,*
(she) works	*kaam kartii hai,*
His sister works in his store, too.	*un-kii bahen bhii un-kii dukaan-mẽẽ kaam kartii hai.*
the very beautiful girl	*xubsuurat laʀkii,*
She's a very pretty girl.	*uoo bahot xubsuurat laʀkii hai.*
Jim:	
with pleasure	*xušii-see,*
I'll be glad to come with you.	*mãĩ xušii-see aap-kee saath aaũũ-gaa.*

Before you go through the *Basic Sentences* a second time study the following:

2. Hints on Pronunciation

Vowels written double are, except at the end of a word, about twice as long as short vowels. They also have a difference in quality. For instance, *a* sounds like the *u* of 'cut', *aa* like the *a* of 'father'. Listen to the difference of length and quality as the Guide (or record) pronounces the following words, and imitate carefully.

Record 6A, beginning.

Practice 1

andar	'inside'	*aanee*	'annas'
ham-loog	'we (people)'	*daam*	'price'
kal	'yesterday'	*xiaal*	'thought'

Other vowels also are about twice as long as those written singly. Most of them differ in quality as well. Remember *e* and *ee* differ mainly in length, both have about the quality of *e* in "red"; *i* is about like the *i* in "hit", *ii* like the *i* in "police"; *o* is very short while *oo* is about like *o* in "note"; *u* is about like *u* in "put", *uu* is about like *u* in "rude". Listen for these vowel differences and imitate your Guide.

Record 6A, after 1st spiral.

Practice 2

meherbaanii	'thank you'	*meeraa xiaal hai*	'I think'
bahen	'sister'	*peešaa*	'trade'
sigreT	'cigarette'	*siidhee*	'straight ahead'
phir	'again'	*dhiiree*	'slowly'
bahot	'very'	*rooTii*	'bread'
kuč h	'some'	*duudh*	'milk'
dukaan	'shop'	*xubsuurat*	'pretty'

In Hindustani double consonants are also pronounced doubly long. Compare English "mea*n*ing"; "mea*n*ness"; "roo*m*er": "roo*mm*ate"; "ma*dd*er" (pronounced with one "d" though written with two): "ma*d d*og". Listen for these differences as the Guide pronounces the following practices and imitate him.

Record 6A, after 2nd spiral.

Practice 3

doonõõ	'both'	*jaannaa*	'to know'
soomuaar	'Monday'	**ummiid*	'hope'
čhooTii	'small'	**čhuTTii*	'furlough'
jaatii hai	'it goes'	**bijlii-kii battii*	'electric light'
čaar	'four'	*baal-baččee*	'the members of the family'
čhai	'six'	*aččhaa*	'good'

Now go through the *Basic Sentences* once more individually, and with your book open. As you repeat after your Guide, keep your eyes on the *Aids to Listening* and note in particular the examples of the sounds discussed. Again do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* at least once again individually. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

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*These words will appear in later units.

3. Check Yourself

Did you distinguish carefully between short vowels and long vowels?

Did you pronounce *čhooTii* with a back T, and *jaatii* with a front *t*?

Did you roll your *r*'s and flap your *R*'s?

Did you pronounce a long *n* in *jaannaa?*

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

As in Section B1 of Unit 2, read the words and expressions in each list and make sure that you understand the meaning of the Hindustani. Then read the comments which follow each list. When you have finished the *Word Study* ask other members of the group about points which are not clear to you.

A. ADJECTIVES AS QUALIFIERS.

amriikan *sipaahii*	'an American soldier'
xubsuurat *laRkii*	'a beautiful girl'
eek *rupiaa*	'one rupee'

In Hindustani, just as in English, the words for 'American', 'beautiful', 'one' may qualify and precede the words for 'soldier', 'girl', 'rupee'. We shall call the former type of words ADJECTIVES, (bold-faced in the above examples), and the latter, NOUNS. Many adjectives behave like the three mentioned here; they always have the same form. (We shall call them class 1 adjectives.)

eek meeraa beeTaa	'one (of) my brother(s)'
meeraa čhooTaa bhaaii	'my younger brother'
us-kaa daam	'its price'
thooRii deer	'a little while'
meerii biiuii	'my wife'
un-kii dukaan	'his shop'

Other adjectives (class 2) have three different forms. We have encountered two of them: one ending in *-aa* and the other in *-ii*. The one in *-aa* will be known as MASCULINE, the one in *-ii* as FEMININE. The choice between these two forms depends upon the noun which is described by the adjective. Some nouns must be preceded by the masculine form of the adjective (MASCULINE NOUNS); others must be preceded by the feminine forms (FEMININE NOUNS). As there is nothing in the noun itself to tell us with certainty whether it is one or the other, you will, from now on, have to remember the GENDER (whether it is masculine or feminine) of every new noun you learn. In the *Finder Lists* feminine nouns have been marked by an (*-ii*) to indicate that an adjective of class 2 appears with a final *-ii* before the noun in question. In our examples, the nouns *beeTaa* 'son', *bhaaii* 'brother', *daam* 'price' are masculine; and the nouns *deer* 'while', *biiuii* 'wife', and *dukaan* 'shop' are feminine.

B. ADJECTIVES WITH THE VERB "TO BE".

mãĩ xuš *hũũ*	'I am happy'
mãĩ aččhaa *hũũ*	'I am (feeling) well'
un-kii dukaan baRii *hai*	'his shop is big'

Just as in English, the words for 'am', 'is', 'are' are seldom found in a phrase by themselves. Usually, they are preceded in closely-knit expressions by nouns, adjectives, and other words. In the above examples, you find ADJECTIVES with *hũũ* 'am' and *hai* 'is': *xuš* 'glad' belongs, of course, to class 1, and does not change. *baRii* 'large' belongs to class 2, and shows the feminine form, for *dukaan* (preceded by *un-kii!*) is a feminine noun.

In *mãĩ aččhaa hũũ* there is no noun for the adjective to refer to. All you have here is the word *mãĩ* 'I'; and even this may be left off. When a class 2 adjective refers to a male person, who is mentioned by pronoun, or not even explicitly mentioned in the sentence, it will have the masculine *-aa* form; if it refers to a woman, it will have the feminine *-ii* form. In other words, the phrase *mãĩ bahot aččhaa hũũ* 'I am very well' as you have learned it, could not be said by a woman. A woman would have to say: *mãĩ bahot aččhii hũũ.*

C. PRESENT TENSE SINGULAR.

*mãĩ čaahᵉ*taa *hũũ*	'I want'
(*mãĩ*) *aap-koo jaan*taa *hũũ*	'I know you'
*gaaRii kab jaa*tii *hai*	'when does the train go?'
uoo (namely, *gaaR*ii!) *fauran jaa*tii *hai*	'it (namely, the train) goes right away.'

If you compare these expressions with the ones under B, you will find that in Hindustani, when expressing 'I want', 'it goes', you say something like: 'I AM desirous,' 'it IS in motion.' In other words, you use expressions with *hũũ*, *hai* 'am, is', preceded by something like an adjective in *-aa*, *-ii*. *mãĩ čaahᵉtaa hũũ* is built just like *mãĩ aččhaa hũũ* 'I am well'. Again, a woman would have to say *mãĩ čaahᵉ*tii *hũũ* 'I want (that is, I AM desirous).' On the other hand, it is *gaaRii kab jaa*tii *hai*, which means that *gaaRii* is a feminine noun. You also say *uoo kab jaa*tii *hai* because in this case *uoo* stands for *gaaRii*. We shall refer to these expressions as PRESENT TENSE forms.

D. MASCULINE PLURAL OF ADJECTIVES AND PRESENT TENSES.

*meer*ee *laRkee*	'my boys'
*aap kais*ee *hãĩ*	'how are you?'
(*aap*) *kiaa kahᵉ*tee *hãĩ*	'what do you say?'
aap aa saktee hãĩ	'you can come.'

The adjective forms in *-aa* and *-ii* so far discussed are all with verbs in the singular (*hũũ*, *hai*). For the PLURAL (with *hãĩ* 'are') there is a third form in *-ee* which is used as a MASCULINE form, that is, with a masculine noun or with reference to a male person, or a thing of undetermined character. (Feminine nouns, and female persons are referred to by the feminine form in *-ii*. There is no special feminine plural form for adjectives). Compare the singular expressions:

meeraa beeᴛaa . . . hai	'my son is . . .'
mãĩ čaahᵉtaa hũũ	'I (*man speaking*) wish'

with the plural expressions:

meeree laʀkee . . . hãĩ	'my boys are . . .'
aap kiaa kahᵉtee hãĩ	'what do you say?'

E. INFINITIVE (-*NAA*-FORM) AND STEM OF VERBS.

mãĩ dhoonaa čaahᵉ*taa hũũ*	'I WANT to wash'
kiaa aap un-koo milnaa caahᵉ*tee hãĩ*	'Do you want to meet him'
kal un-koo mil sak*taa hũũ*	'I can meet him tomorrow'
aap aa sak*tee hãĩ*	'you can come'
aap-kee liiee kiaa kar sak*taa hũũ*	'what can I do for you?'

Notice that the verb for 'I, they . . . wish', (čaahᵉ*taa hũũ*, čaahᵉ*taa hai*, čaahᵉ*tee hãĩ*) is preceded by a form in *-naa*, as *dhoo*naa 'to wash', *mil*naa 'to meet'. (This form we shall call INFINITIVE.)

On the other hand, the verb for 'I, he, they . . . can' (sak*taa hũũ*, etc.) is preceded by a form without this *-naa*: *mil* 'meet', *aa* 'come', *kar* 'do'. (We shall call it the STEM.)

F. "ALSO, TOO".

un-kii bahen bhii un-kii dukaan-mẽẽ kaam kartii hai	'His sister works in his store, too'
kiaa aap bhii jahaazii hãĩ?	'are you a sailor, too'

The word *bhii* means 'also' or 'too' (NOT, of course, the 'too' preceding an adjective or adverb as in "too big, too soon" which is simply *bahot* . . . or *ziaadaa* . . .). You must be very careful in using it, for it must always go immediately after the word or words which it stresses. English is less strict in this matter. For instance, the English sentence 'are you a sailor, too' may mean two entirely different things, namely (1) 'are you a sailor, too, like your brother', or (2) 'are you a sailor, too, in addition to being a fisherman'. In the first case the 'too' goes with 'you' ('you, not only others')—its Hindustani equivalent is *aap bhii*. In the second case, 'too' goes with 'a sailor' ('a sailor, not only a fisherman')—in Hindustani it would be *jahaazii bhii*. The sentence *un-kii bahen un-kii dukaan-mẽẽ bhii kaam kartii hai* would imply that the man's sister works in other places as well as in his store. If it were *un-kii bahen un-kii dukaan-mẽẽ kaam bhii kartii hai*, it would mean 'she not only sits around in the store, but she does work as well'.

Read aloud several times all the examples given in this section on *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat this operation until you are sure that you know every expression. As a final test, cover the Hindustani and see if you can say the Hindustani expression simply by looking at the English.

Before you go on to the next section, turn back to the *Basic Sentences* and look for examples of the things that have just been explained to you. Examine all the nouns and see if you can tell which type each one belongs to. The phrase ***thooRaa kaam*** 'some work', for instance, shows that ***kaam*** 'work' is a masculine noun. If the *Basic Sentences* don't show you which gender a noun is, be sure to look in the *Finder List* whether or not it is marked "*-ii*". Remember that you have to have this information on every noun; if you don't, you can't use it.

2. Covering English and Hindustani of Word Study

(Individual Study)

Before you leave the *Word Study*, cover the English equivalents in each list and make sure that you know the meaning of every Hindustani expression. Then cover the Hindustani and see if you can say each Hindustani expression when you are looking only at the English.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences*. Repeat individually with books closed. Work always to perfect your pronunciation; keep the meaning in mind; and observe examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*. Follow the procedure suggested above.

2. Covering the English of Basic Sentences

(Individual Study)

Go back to the *Basic Sentences* in Section A, cover the English and test yourself by reading the Hindustani, just as you did in Section C of the previous unit. If you are not sure about the meaning of any words or phrases, when you have finished reading the *Basic Sentences* aloud, uncover the English and look up their meaning. Keep this up until you know all the meanings completely.

What Would You Say? (Individual Study)

In the following exercise you have certain situations presented for which you are to choose the correct expression in Hindustani. Read the situation, repeat aloud all the solutions for each situation, and then indicate for the next class meeting the answer which you consider the most appropriate.

You meet Jim on the street and start talking:

1. You say that your name is Smith:
   a. *meeraa naam* Smith *hai.*
   b. *un-kaa naam* Smith *hai.*
2. Jim answers that he knows you:
   a. *mujh-koo maaluum nahĩĩ*
   b. *mãĩ aap-koo jaantaa hũũ*
3. He says that he is a friend of your elder brother:
   a. *mãĩ aur meeraa čhooTaa bhaaii, doonõõ fauj-mẽẽ hãĩ.*
   b. *ham-loog eek doost-kee saath rah^{e}tee hãĩ.*
   c. *mãĩ aap-kee baRee bhaaii-kaa doost hũũ.*
4. He asks where your brother is now:
   a. *kiaa aap bhii jahaazii hãĩ?.*
   b. *un-kaa peešaa kiaa hai.*
   c. *abhii uoo kahãã hãĩ.*
5. You answer that you don't know:
   a. *meeraa xiaal nahĩĩ.*
   b. *mujh-koo maaluum nahĩĩ.*
   c. *mujh-koo uaḳt nahĩĩ.*
6. You say that he is in the army:
   a. *uoo fauj-mẽẽ hãĩ.*
   b. *uoo dukaan-mẽẽ kaam kartii hai.*
   c. *uoo bahot xuubsuurat laRkii hai.*
7. You say that you can see him on Sunday:
   a. *mãĩ un-koo abhii nahĩĩ mil saktaa.*
   b. *un-koo miliiee.*
   c. *ham-loog ituaar-mẽẽ un-koo deekh saktee hãĩ.*

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Follow the same procedure as for Section D of Unit 2. Call on different students (not in any fixed order) to give their answers in Hindustani for the exercise *What Would You Say?* in Section C3 of this unit. Encourage them to give the answers directly and not from the books, if possible. Then check on the students' knowledge of the meaning in English of the different expressions in Hindustani.

Go back to the last exercises in the preceding section. The Leader will call for your answers in Hindustani for the exercises. If you can, give the correct answers without reading from the book. Other members of the group will criticize the choice made if they disagree. The Leader will then call for the English equivalents of all the expressions in the exercises.

2. Word-Study Check-Up

To the Group Leader: Follow the same procedure as for this part of Section D of Unit 2. Call on various students for the correct Hindustani for the English equivalents of the expressions given in the *Word Study.* Make sure that all the students have learned the material thoroughly.

Go back to the *Word Study* in Section B. The Leader will ask different members of the group to give the correct Hindustani for the English equivalents of the expressions you went over in the *Word Study*. Be sure you are able to give the correct form without having to read it from the book. If you have any difficulty, review the *Word Study* thoroughly.

3. Listening In

To the Group Leader: Follow the same procedure as for *Listening In* in Section D3 of Unit 2. Check up on meaning at the end of each conversation on the first time through; then, after the second time through, assign parts and have the students read the conversations.

Keep your book closed while the Guide reads the following conversations, or while they are played on the phonograph, and repeat the Hindustani immediately after hearing it. At the end of each conversation, check up on the meaning of any word or phrase about which you are in doubt, either by asking some other member of the group or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again, with your books open, being sure to imitate carefully and to keep in mind the meaning of everything you are saying. Then take turns speaking the parts. Make the conversations real. Say your part as though you meant it.

Record 6A, after 3rd spiral.

1. Jim and Das are sitting in a restaurant.

Jim: *uoo saaheb kaun hãĩ,*

Das: *uoo meeraa bhaaii hai.*

Jim: *aap-kaa čhooᴛaa bhaaii?*

Das: *jii nahĩĩ.*
meeree baʀee bhaaii.

Jim: *meeraa xiaal hai kee mãĩ un-koo jaantaa hũũ.*
kiaa un-kii biiuii-kaa naam Mary *hai?*

Das: *jii hãã.*
un-kii biiuii-kaa naam Mary *hai.*

Jim: *uoo abhii kahãã rahᵉtee hãĩ,*

Das: *meeree bhaaii aur un-kii biiuii,*
doonõõ eek doost-kee saath rahᵉtee hãĩ.

Jim: *kiaa mãĩ un-koo mil saktaa hũũ?*

Das: *aaj nahĩĩ.*
leekin kal ham-loog un-see mil saktee hãĩ.

Jim: *kiaa mãĩ eek doost-kee saath aa saktaa hũũ?*

Das: *zaruur.*
kiaa mãĩ aap-kee doost-koo jaantaa hũũ?

Jim: *mujh-koo maaluum nahĩĩ.*
un-kaa naam Brown *hai.*
uoo dukandaar hãĩ.

Das: *meeraa xiaal hai kee mãĩ un-koo nahĩĩ jaantaa.*
leekin xušii-see un-koo milnaa čaahᵉtaa hũũ.

Jim: *aččhaa mãĩ kal* Brown-*kee saath aaũũ-gaa.*

Record 6B, beginning.

Listening In (*Cont.*)

2. Jim goes shopping.

Das: *andar aaiiee janaab,*
mãĩ aap-kee liiee, kiaa kar saktaa hũũ.

Jim: *mãĩ aur meeree doost amriikan sipaahii hãĩ.*
ham-loog hindustaanii bahot nahĩĩ booltee.
dhiiree dhiiree booliiee.

Das: *bahot xušii-see janaab,*
aap kiaa čaahᵉtee hãĩ.

Jim: *ham-loog rooTii čaahᵉtee hãĩ.*

Das: *iee rooTii-kii dukaan nahĩĩ janaab.*
iee duudh-kii dukaan hai.

Jim: *phir booliiee,*
ham-loog nahĩĩ samajhtee.

Das: *iee duudh-kii dukaan hai.*
aap samjhee?

Jim: *jii hãã.*
bahot meherbaanii.
rooTii-kii dukaan kahãã hai.

Das: *aap rooTii-kii dukaan, iahãã-see deekh saktee hãĩ.*
uoo baaĩĩ taraf hai.

Jim: *kiaa baRii dukaan hai?*

Das: *jii nahĩĩ.*
bahot čhooTii dukaan hai.

Jim: *mãĩ uoo deekhtaa hũũ.*
bahot meherbaanii.

Das: *kučh baat nahĩĩ janaab,*
xudaa haafiz,

Jim: *salaam.*

Record 6B, after 1st spiral.

3. Planning for a date.

Jim: *kiaa aap iahãã eek laRkii-koo jaantee hãĩ?*

Das: *aap kiaa čaahᵊtee hãĩ.*

Jim: *mãĩ eek laʀkii-kee saath, khaanee-kii dukaan-mẽẽ,*
khaanaa čaahᵊtaa hũũ.

Das: *bahot aččhaa.*
meerii bahen bahot xuubsuurat laʀkii hai.
kiaa aap un-koo milnaa čaahᵊtee hãĩ?

Jim: *jii hãã.*
bahot xušii-see.
kiaa mãĩ abhii aap-kee saath aa saktaa hũũ?

Das: *abhii uoo ghar-mẽẽ nahĩĩ.*
uoo hooʀal-mẽẽ kaam kartii hai.
leekin aap čhai bajee aa saktee hãĩ.

Jim: *čhai bajee deer hai. leekin mãĩ aaũũ-gaa.*

SECTION E—CONVERSATION

1. Covering the Hindustani of Basic Sentences (Individual Study)

Just as you did in Section E of Unit 2, go back to the *Basic Sentences* of this unit, cover up the Hindustani and test yourself to see how many words and phrases you can say in Hindustani when you are looking only at the English.

2. Vocabulary Check-Up

To the Group Leader: As in Unit 2, go around the class calling on various students and asking them: "*hindustaanii-mẽẽ . . . -koo kiaa kahᵊtee hãĩ*" for the English equivalents in the *Basic Sentences*, with their books closed. If any student does not answer in a reasonable time, do not allow hemming and hawing; call on another student. Make sure that every student speaks loud enough so that all can hear. Do not allow any mumbling. Any student who cannot give satisfactory answers needs more review of the *Basic Sentences.*

As you did in Unit 2, supply the Hindustani expressions for the English equivalents in the *Basic Sentences*, when the Leader calls on you. Give your answers in a clear, loud voice, so that everyone can hear you.

3. Conversation

To the Group Leader: Follow the same procedure as for Section E3 of Unit 2. Have the students converse, first following closely the model of the conversations outlined below and then changing the situation slightly.

As you did in the Conversation in Section E3 of Unit 2, first go through the conversations outlined below, taking turns. As soon as you can speak the parts smoothly, pass to acting them out in front of the group; keep this up until you can do it easily and smoothly.

Here are some suggestions:

1. Jim and Paul meet. Jim asks Paul about what he and his family do for a living.
2. Paul asks a stranger about his name and address, and the place where he works, and whether he likes his work.
3. Jim tells Paul about his friend. He wants Paul to meet his friend and his sister on a given day.
4. Do some simple arithmetic involving addition of numbers adding up to less than ten.

After you have practiced these conversations until you can do them easily and smoothly, change the situations somewhat and introduce more material from previous units. Use your imagination in thinking up various combinations of situations. For example, Jim may find out from Paul that they are both from the same town, that they have a mutual friend in Detroit or Calcutta, etc.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review parts 1 and 2 of Section E.

FINDER LIST

This *Finder List* has all the new words and expressions used in this unit. These as well as those of the previous two units, are words and expressions which by this time you should know quite well. Verbs are given in the infinitive.

a	
abhii	now
amriikan	American
aur	and
b	
bahen (*-ii*)	sister
baRaa	big, elder
baRee	big, elder
baRee	big, elder
baRii	big, elder
bhaaii	brother
bhii	also, too

č	
čhooTaa	small, younger
čhooTee	small, younger
čhooTii	small, younger
d	
doonõõ	both
dukaan (-*ii*)	shop
dukandaar	the shopkeeper
f	
fauj (-*ii*)	army
h	
ham	we
ham-loog	we
i	
iaa	or
ituaar	Sunday
j	
jaannaa	to know
jahaazii	sailor
k	
kaam karnaa	to work
kee	that
meeraa xiaal hai kee	I think that
-*kee saath*	with
l	
laRkii (-*ii*)	girl
loog	people

m	
maaluum	apparent
mujh-koo maaluum nahĩĩ	I don't know
mangal	Tuesday
-*mẽẽ*	in, on
milnaa	to meet
mujh-koo	to me
n	
nahĩĩ	is not
p	
peešaa	trade, profession
r	
rahᵊnaa	to live, to stay
s	
saath	with
sipaahii	soldier
soomuaar	Monday
u	
un-kii	his (polite)
x	
xiaal	thought, opinion
xubsuurat	beautiful, pretty
xušii (-*ii*)	pleasure

UNIT 4

SEEING THE SIGHTS

SECTION A—BASIC SENTENCES

To the Group Leader: From this point on you will need special instructions only when new sections or procedures are introduced in the learning units. With other sections, simply follow the procedures which have been recommended in the first three units and the instructions provided for the group at the beginning of the sections.

Go through the *Basic Sentences* in unison. Then work on the *Hints on Pronunciation* and after that go through the *Basic Sentences* at least twice more individually.

1. Basic Sentences

Record 7A, beginning.

A Guide shows John and his Friend the Town.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
John:	
hey there!	*bhaaii,*
the market	*bazaar,*
how far	*kitnii duur.*
Hey there, how far is the market from here?	*bhaaii, bazaar iahãã-see kitnii duur-hai.*
Guide:	
Not very far.	*bahot duur nahĩĩ,*
the stranger	*ajnabii.*
Are you a stranger?	*kiaa aap ajnabii hãĩ?*
For a little money I'll come with you.	*thooRee paisee-kee liiee aap-kee saath aaũũ-gaa.*

all	*sab.*
famous spots	*mašhuur jaghẽẽ.*
And ī'll show [you] all the sights.	*aur sab mašhuur jaghẽẽ dikhaaũũ-gaa.*
John:	
to give	*deenaa,*
We'll give you two rupees.	*ham aap-koo doo rupaee dẽẽ-gee.*
it takes (lit. is applied)	*lagtaa hai,*
How much time does it take to go to the market?	*bazaar-koo jaanee-kee liiee, kitnaa uaḳt lagtaa hai.*
Guide:	
only	*sirf.*
It only takes ten minutes.	*sirf das minaT lagtee hãĩ.*
easily	*aasaanii-see,*
to walk	*paidal jaanaa,*
We might as well walk.	*ham aasaanii-see paidal jaa saktee hãĩ.*
John:	
the automobile	*mooTar.*
more	*ziaadaa.*
We'd rather go by bus.	*ham-loog, mooTar-see jaanaa ziaadaa pasand kartee hãĩ.*
Guide:	
Very well, sir.	*bahot aččhaa janaab,*
by another road	*duusrii saRak-see.*
But the bus goes by another road.	*leekin mooTar duusrii saRak-see jaatii hai.*
John:	
O. K., then, let's walk!	*too aaoo, paidal čalẽẽ*

Record 7B, beginning.

We haven't much time.	*ham-koo bahot uaḳt nahĩĩ.*
our train	*hamaarii gaaRii,*
the hour	*ghanTaa.*
Our train leaves in an hour.	*hamaarii gaaRii, eek ghanTee-mẽẽ jaaee-gii.*
Guide:	
enough	*kaafii,*
then	*too,*
Then you have enough time, sir.	*too aap-koo kaafii uaḳt hai. janaab,*
John:	
the high building	*ũũcii imaarat.*
What's that high building?	*uoo ũũcii imaarat kiaa hai.*
Guide:	
Where?	*kahãã.*
On the bank of the river?	*nadii-kee kinaaree-par?*
That's the old mosque.	*uoo puraanii masjid hai.*
John:	
Can we go inside?	*kiaa ham-loog, andar jaa saktee hãĩ?*
Guide:	
Yes, of course!	*xušii-see.*
first	*pah°lee,*
to take off one's shoes	*juutaa utaarnaa.*
But first take off your shoes.	*leekin pah°lee juutaa utaariiee.*

the temple	*mandir,*
never (lit. ever not)	*kabhii nahĩĩ.*
Never go into a mosque or a temple with your shoes on.	*masjid iaa mandir-mẽẽ, juutee-kee saath, kabhii nahĩĩ jaaiiee.*
Look!	*deekhiiee.*
To your left is a very fine hotel.	*aap-kee baaĩĩ taraf, bahot mašhuur hooᴛal hai.*
from its roof	*us-kii čhat-see,*
the city	*šaher,*
From the roof we can see the whole town.	*us-kii čhat-see, ham-loog sab šaher saktee hãĩ.*
upstairs	*uupar.*
Do you want to go upstairs?	*kiaa aap uupar jaanaa čaahᵉtee hãĩ?*
John:	
Is there an elevator in the hotel?	*kiaa hooᴛal-mẽẽ lifᴛ hai?*
Record 8A, beginning.	
Guide:	
No sir.	*jii nahĩĩ saaheb.*
John:	
below	*niičee.*
Then I'll stay downstairs.	*too mãĩ niičee rahũũ-gaa.*
tired	*thakaa,*
I'm very tired	*mãĩ bahot thakaa hũũ.*
But my friend will go with you.	*leekin meeraa doost, aap-kee saath jaaee-gaa.*
Guide:	
to come back	*uaapas aanaa,*
We'll come back soon.	*ham jaldii uaapas aaẽẽ-gee,*

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

The puff of breath. In Hindustani almost every consonant may or may not be accompanied by a strong puff of breath. This breathing sound will be written with *h*. It is important to pronounce the *h* clearly whenever you find it written. On the other hand, you must take great pains to avoid any audible breath where it is not written. This you may not find so easy in the case of *p*, *t*, *T*, *č*, *k*. You will notice that the sound here written *ph* in *phir* 'again' is rather like the English 'p' in 'pin' (only with still more breath to it) while the Hindustani *p* in *pããc* is quite close to the English 'p' in 'spin'.

Record 8A, after 1st spiral.

Practice 1

pããč 'five'	*phir* 'again'
piinee-kaa paanii 'drinking water'	
čaar 'four'	*čhai* 'six'
čaaval 'rice'	*čhat* 'the roof'
dukaan 'the shop'	*khaanaa* 'food'
kab 'when'	*dikhaaiiee* 'please show'

Both the front-*t* and the back-*T* may, of course, or may not be accompanied by *h*.

Record 8A, after 2nd spiral.

Practice 2

taraf 'direction'	*thakaa* 'tired'
too 'then'	*thooRaa* 'little'
beeTaa 'son'	*Thiik* 'correct'
čhooTaa 'small'	*Thairiiee* 'please wait'

The *h*-less sounds may sometimes seem to you to equal *b*'s, *j*'s, *g*'s, etc., rather than *p*'s, *č*'s, *k*'s. In reality, *b*, *j*, *g*, etc., are quite distinct from *p*, *č*, *k* in Hindustani.

b, *d*, *D*, *j*, *g* may also be accompanied by a puff of breath. If so, at the very time when your lips or tongue make the sound in question, you force as much breath out of your lungs as you can. Be careful to have both actions at the same time rather than successively. In other words, try to say *ghar* (ONE syllable) rather than something like *gehar*.

Record 8A, after 3rd spiral.

Practice 3

baaraa 'twelve'	*bhaaii* 'brother'
aadaab arz 'how do you do'	*kabhii* 'ever'
beeTaa 'son'	*bhii* 'also'
deer 'the while'	*dhiiree* 'slowly'
ziaadaa 'more'	*siidhee* 'straight'
duur 'far'	*dhoonaa* 'to wash'
bajee 'o'clock'	*samjhee* (you) understood'
gaaRii 'train'	*ghanTaa* 'hour'
goošt 'meat'	*ghar* 'house'

You have doubtless observed that if such a breathed consonant (*Th*, *gh*, etc.) comes at the end of a syllable the *h* in it is often not audible.

Record 8A, after 4th spiral.

Practice 4

aap-kee saath 'with you'
duudh 'milk'
aaTh 'eight'
kučh baat nahĩĩ 'it doesn't matter'
samajhnaa 'to understand'
mãĩ deekhtaa hũũ 'I see'

In other words, *saat* 'seven' and (*aap-kee*) *saath* 'with (you)' often sound alike.

Now go through the *Basic Sentences* once more individually, with your book open, and once with your book closed.

3. Check Yourself

Are you taking every opportunity to practice your Hindustani by talking with other members of the group or with Hindustani speaking people whom you may meet?

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

Work through the following as recommended in the previous units.

A. PARTICLES

hindustaanii-mẽẽ	'IN Hindustani'
kaalij-mẽẽ	'IN college'
fauj-mẽẽ	'IN the army'
ituaar-mẽẽ	'(ON) Sunday'
mangal-mẽẽ	'(ON) Tuesday'
hooTal-mẽẽ	'IN the hotel'
mandir-mẽẽ	'IN the temple'
amriikaa-mẽẽ	'IN America'
kahãã-see	'FROM where, where FROM'
iahãã-see	'FROM here'
amriikaa-see	'FROM America'
aap-see mil-kar	'having met ('WITH') you'
aasaanii-see	'WITH ease; easily'
mooTar-see	'BY car'
xušii-see	'WITH pleasure'
raam laal-koo kaam hai	'TO Mr. Raam Laal there is work, i.e. he HAS to do.'
aap-koo jaantaa hũũ	'I know you'
aap-koo doo rupaee dẽẽ-gee	'We'll give ('TO') you two rupees'
bazaar-koo jaanaa	'to go TO the market'
ham-koo bahot uaḳt nahĩĩ	'TO us there is no time; we have no time.'
aap-koo kaafii uaḳt hai.	'TO you there is enough time; you HAVE enough time.'

The syllables *-mẽẽ*, *-see*, and *-koo* and a few others will be referred to as PARTICLES. *-mẽẽ* means, roughly, 'in'; *-see* 'from' or 'with'; and *-koo* 'to'. But unlike these English words, Hindustani particles always come AFTER the words with which they belong: *hooᴛal-mẽẽ*, but 'IN the hotel'.

As to the meanings, notice that Hindustani speakers often picture relationships in space and time differently from the way English speakers do. Notice *mangal-mẽẽ*, 'IN Tuesday', where we say 'ON (or even without ON) Tuesday'. (More frequent is *mangal*-koo.) Notice the way in which we translate *ham-koo bahot uaḳt nahĩĩ* (literally: 'to us no time is, that is, we HAVE no time). In Hindustani you 'meet WITH someone' :*aap*-see *mil-kar*. Finally, notice the phrase *aap*-koo *jaantaa hũũ* where we simply say 'I know you'.

B. THE MASCULINE OBLIQUE CASE OF NOUNS

eek ghanᴛee-mẽẽ	'IN one hour'
kinaaree-par	'ON the bank'

The second example contains another particle, *-par* 'upon'.

The words for 'hour' and 'bank, shore' by themselves are masculine nouns in *-aa*: *ghanᴛaa*, *kinaaraa*. With a few exceptions, masculine nouns in *-aa* change their *-aa* into *-ee* before particles. This particular form we shall call the OBLIQUE case. Notice that *amriikaa* 'America' is one of the exceptions: *amriikaa-mẽẽ* 'in America'. We may say that in *amriikaa*, as well as in all the other words listed in Comment A, the oblique case has no special form.

C. *-KAA* 'BELONGING TO . . .'

piinee-kaa *paanii*	'water belonging to drinking'
bhaaii-kaa *doost*	'the friend belonging to my brother, the friend of my brother, my brother's friend'.
khaanee-kii *dukaan*	'a shop belonging to food, a food shop, a restaurant'.

-kaa, *-kii* are particles meaning 'belonging to'. Like class 2 adjectives, they agree with the noun which they describe: *piinee*-kaa *paanii* 'drinking water', just like *aččhaa paanii* 'good water' (*paanii*, then, is masculine); *khaanee*-kii *dukaan* 'eating shop', just like *baʀii dukaan* 'large shop' (*dukaan* is feminine).

The noun by which *-kaa* or *-kii* is followed, behaves like any noun with a particle following it: *bhaaii-kaa* 'belonging to the brother' just like *bhaaii-see* 'from the brother'; *khaanee-kii dukaan* 'shop belonging to food, shop for food, restaurant' with the oblique case of *khaanaa*, just like *khaanee-mẽẽ* 'in the food'. *piinee-kaa paanii* 'water belonging to drinking, drinking water' contains the oblique case of *piinaa* 'to drink; the drinking'. As you can see, infinitives in *-naa* are masculine nouns.

D. MASCULINE OBLIQUE OF ADJECTIVES.

*meer*ee *čhooT*ee *bhaaii-kaa doost*	'the friend of ('belonging to') my younger brother'.
*aap-k*ee *baR*ee *bhaaii-kaa doost*	'the friend of ('belonging to') your younger brother'
*nadii-k*ee *kinaaree-par*	'on the bank of the river'

Class 2 adjectives (including *-kaa*) describing a masculine noun plus a particle change *-aa* into *-ee*. Compare:

*meer*aa *čhooT*aa *bhaaii*	'my younger brother'
meeree čhooTee bhaii-kaa	'of my younger brother'
*nadii-k*aa *kinaaraa*	'the bank of the river'
nadii-kee kinaaree-par	'on the bank of the river'

There is no change in feminine adjectives:

*duus*rii *saRak*	'the other street'
*duus*rii *saRak-see*	'by another street'

E. VARIOUS ENGLISH EQUIVALENTS OF *-KAA*.

nadii-kaa kinaaraa	'river bank', 'bank of the river'
meere bhaaii-kaa doost	'my brother's friend'

-kaa, *-kii* is translated into idiomatic English in various ways. Three common translations are represented in the above examples: compound word; "of;" 'genitive' in "s." Notice that in Hindustani, the word which is modified by the rest of the phrase comes last: in *nadii-kaa kinaaraa* (no matter whether you translate it by saying 'the river bank' or 'the bank of the river') it is *kinaaraa* which is modified or described by *nadii-kaa*; therefore it comes at the end, just as in *baRaa kinaaraa* 'big shore' or *xubsuurat kinaaraa* 'beautiful shore'.

F. SUBJUNCTIVE AND FUTURE.

mãĩ kab aaũũ	'When should I come?'
mãĩ aaũũ-gaa	'I shall come'
mašhuur jaghẽẽ dikhaaũũ-gaa	'I'll show you the sights'
too mãĩ niičee rahũũ-gaa	'Then I'll stay downstairs'
meeraa doost jaaee-gaa	'my friend will go'
ham jaldii uaapas aaẽẽ-gee	'we shall come back soon'

The verbal stem with the ending *-ũũ* results in a form expressing a cautious statement: 'I may do so-and-so:' *aaũũ* 'I may come', *jaaũũ* 'I may go', *deekhũũ* 'I may see', *karũũ* 'I may do'. It often comes in hesitant questions: 'Should I come?' etc. We may call this and other forms the SUBJUNCTIVES.

If *mãĩ* 'I' is referred to, the subjunctive ends in *-ũũ*.

If a noun in the singular, or a pronoun meaning 'he, she, it' is referred to, the subjunctive ends in *-ee*: *aaee* 'he may come'; *meeraa doost jaaee* 'my friend might go'.

The plural form of the subjunctive is in *-ẽẽ*: *ham uaapas aaẽẽ* 'we might come back'.

By adding the adjective *-gaa* (masc.), *-gii* (fem.), the singular subjunctives are made into statements about the FUTURE: ***rahũũ-gaa*** 'I shall stay, I am going to stay', ***meeraa doost jaaee-gaa*** 'my friend will go'; ***mãĩ rahũũ-gii*** 'I (woman speaking) will be staying (for some time)', ***gaaʀii jaaee-gii*** 'the train will go, is going to leave'.

The plural form in *-ẽẽ* adds, of course, *-gee* (and, for the feminine, *-gii*): ***ham aaẽẽ-gee*** 'We shall come'. (A woman would say: ***ham aaẽẽ-gii***.)

G. *TOO.*

1. ***too mãĩ niičee rahũũ-gaa*** '(There is no elevator in the house;) I'll stay downstairs, then'
   too aap-koo kaafii uaḳt hai '(Your train is going to leave in two hours;) then you have enough time'
   too paidal calẽẽ 'O.K., then let's walk'
   too ᴛhairũũ-gaa 'O.K., I'll wait'

too is an extremely common word. Its place is in continuous narrative or in dialogue where it is used to indicate a conclusion drawn from what precedes (nearest English equivalent: 'then'), often coupled with agreement to the other fellow's statement ('all right; then . . .').

2. ***too kiaa aap-kaa naam*** Smith ***hai?*** 'your name is Smith, isn't it; isn't your name Smith'?

In a yes-or-no question with rising voice ("*?*"), *too* means that the speaker expects an affirmative answer. He asks the question just to have his guess confirmed ("I seem to remember your name is Smith. Is that right?"). English uses phrases like 'isn't it, doesn't one, aren't they, won't she' in such cases.

2. Covering English and Hindustani of Word Study

(Individual Study)

Review this *Word Study* by reading aloud all of the Hindustani expressions. Then cover the English and make sure that you know the meaning of every item. Finally, cover the Hindustani and see if you can say each Hindustani expression when you are looking only at the English.

3. Review of Basic Sentences

With Guide or records, review the first half of the *Basic Sentences* for better pronunciation, meaning and examples of points in the *Word Study*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences
(Individual Study)

Go back to the *Basic Sentences* in Section A, and read them aloud covering up the English. Note any words or phrases you are not sure about, and, when you have finished reading the *Basic Sentences*, uncover the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. A man asks you whether you are a stranger:
  a. *kiaa aap bhii jahaazii hãĩ?*
  b. *kiaa aap ajnabii hãĩ?*
  c. *aap kahãã rahᵉtee hãĩ.*

2. He tells you he'll accompany you for a little money:
  a. *bazaar-koo jaanee-kee liiee das minaT lagtee hãĩ.*
  b. *thooRee paisee-kee liiee aap-kee saath aaũũ-gaa.*
  c. *aap kab khaanee-kee liiee aa saktee hãĩ.*

3. You ask him how far the market place is from here:
  a. *bazaar iahãã-see kitnii duur hai.*
  b. *bazaar-koo jaanee-kee liiee kitnaa uaḳt lagtaa hai.*
  c. *bazaar kahãã hai.*

4. He says you can easily walk:
  a. *ham-loog mooTar-see jaanaa ziaadaa pasand kartee hãĩ.*
  b. *hamaarii gaaRii eek ghanTee-mẽẽ jaaee-gii.*
  c. *ham aasaanii-see paidal jaa saktee hãĩ.*

5. You answer that you're very tired:
  a. *mãĩ bahot thakaa hũũ.*
  b. *mãĩ fauj-mẽẽ hũũ.*
  c. *mãĩ xuš hũũ.*

6. He says that you have enough time:
  a. *aap-koo kaafii uaḳt hai.*
  b. *ham-koo bahot uaḳt nahĩĩ.*
  c. *kiaa uaḳt hai.*

7. You ask him what that high building is:
  a. *kiaa un-kii dukaan bahot baRii hai?*
  b. *sab mašhuur jaghẽẽ dikhaaũũ-gaa.*
  c. *uoo ũũčii imaarat kiaa hai.*

8. He says it is a famous temple:
  a. *uoo puraanii masjid hai.*
  b. *mašhuur mandir hai.*
  c. *bahot mašhuur hooTal hai.*

9. You ask if you can go inside:
  a. *kiaa raam laal andar hãĩ.*
  b. *andar aaiiee.*
  c. *kiaa mãĩ andar jaa saktaa hũũ.*

10. He tells you to take off your shoes:
  a. *juutaa utaariiee.*
  b. *juutee-kee saath jaaiiee.*
  c. *ham jaldii uaapas aaẽẽ-gee.*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for the last exercise in the preceding section, when the Leader calls for them. Do it without reading from the book, if possible. Other members of the group will criticize your choice if they disagree with it. Then give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

Give the correct Hindustani for each English expression in the *Word Study*, without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the *Word Study*. The Group Leader will give the English and call on different members of the group for the Hindustani.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything you say. Finally, take parts and carry on the conversation.

Record 8B, beginning.

1. Jim addresses a stranger on the street.

Jim: *maaf kiijiiee janaab.*
šaher iahãã-see kitnii duur hai.

Das: *mujh-koo maaluum nahĩĩ.*
mãĩ bhii ajnabii hũũ, leekin meerii bahen, iahãã rahᵉtii hai.
uoo aap-koo saRak dikhaaee-gii.

Jim: *bahot meherbaanii.*
kiaa mãĩ aap-kee saath aa saktaa hũũ?

Das: *xušii-see. aaoo čalẽẽ.*

Jim: *mãĩ aap-see mil-kar bahot xuš hũũ.*
meeraa naam Potter *hai.*
mãĩ amriikan sipaahii hũũ,
mãĩ šaher deekhnaa čaahᵉtaa hũũ.
kiaa iahãã-see bahot duur hai?

Das: *iee meerii bahen hai.*

bahen: šaher-koo jaanee-kee liiee, eek ghanTaa lagtaa hai.
leekin aap mooTar-see jaa saktee hãĩ.
mooTar-see sirf das minaT lagẽẽ-gee.

Jim: *kiaa bahot paisaa lagtaa hai?*

bahen: *mujh-koo maaluum nahĩĩ.*
mãĩ kabhii nahĩĩ mooᴛar-see jaatii hũũ.
leekin meeraa xiaal hai, kee bahot paisaa nahĩĩ lagtaa.

Jim: *šukriiaa.*

bahen: *kučh baat nahĩĩ,*
xudaa haafiz,

Record 8B, after 1st spiral.

2. Jim and his friend enter a store and address Mr. Das, the shopkeeper.

Jim: *maaf kiijiiee.*
ham-koo bahot uaḳt nahĩĩ.
kiaa aap ham-koo, piinee-kaa paanii dee saktee hãĩ?

Das: *bahot xušii-see.*
leekin aap-koo kiaa takliif hai.

Jim: *hamaarii gaaʀii, eek ghanᴛee-mẽẽ jaaee-gii.*
aur isᴛeešan iahãã-see bahot duur hai.

Das: *meeraa xiaal hai kee aap bahot thakee hãĩ.*
thooʀee paisee-kee liiee, aap meerii mooᴛar-see jaa saktee hãĩ.
aur mãĩ aap-kee saath aaũũ-gaa.

Jim: *ham-loog bahot paisaa nahĩĩ dee saktee.*
kiaa doo rupaee ᴛhiik hãĩ?

Das: *ᴛhiik. thooʀii deer ᴛhairiiee.*
mooᴛar-see ham, das minaᴛ-mẽẽ isᴛeešan-koo aaẽẽ-gee.

Record 8B, after 2nd spiral.

3. Das offers to show Jim the town.

Jim: *salaam janaab.*

Das: *salaam. janaab, kiaa aap ajnabii hãĩ?*

Jim: *mãĩ sirf eek ghanᴛee-see šaher-mẽẽ hũũ.*

Das: *kiaa aap mašhuur jaghẽẽ deekhnaa čaahᵉtee hãĩ?*

Jim: *meherbaanii. kiaa uoo imaarat mandir hai?*

Das: *jii nahĩĩ. uoo eek chooᴛii masjid hai.*

SECTION E—CONVERSATION

1. Covering the Hindustani of Basic Sentences

(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

As in previous units, the Group Leader will call on various members of the group to give the Hindustani expressions which correspond to the English in the *Basic Sentences*.

3. Conversation

Work through the following outlined conversations, taking parts. Act them out in front of the group; keep this up until you can do them easily and smoothly. When the outlined conversations go well, then change the situations somewhat. You now have more material which you can work into additional conversations. Invent topics as you did for the previous units.

1. A meets B on the street. They greet each other, and A asks B where he is living now. B says he is living in the hotel Royal. A asks him where the hotel is, and B points it out to him; it is that high building on the bank of the river. A asks him whether he likes the hotel, and B answers that he does: the food is good and from the roof he can see the whole city. He thinks the city is very beautiful. A asks him whether his wife is here with him, and B answers that she is staying with his sister.
2. A halts B on the street. He begs his pardon and asks for directions. He says that he is an American sailor and that he doesn't speak Hindustani very well. B agrees to speak very slowly and asks what he can do for A. A asks him the way to the station. He says that his train will leave in nine minutes. B tells him that the station is not far. Just go straight ahead and he'll come there in three minutes. A thanks him, and they say goodbye.
3. A and B discuss their plans for the next weekend. A says that he'll go to the city on Sunday. He wants to see the sights. B asks him questions: how is he going to the city, by car or on foot; how much time does it take to go to the city; where will he eat; will he eat in the hotel, etc.
4. A enters a hotel and tells the clerk that he thinks his friend is living here. The clerk asks the friend's name and tells him to wait a little while—he'll see. He comes back with the answer that A's friend is living here, but he is not in at the moment, is there anything he can do for A? A says yes he wants to wash and asks where the toilet is. The clerk tells him the toilet is upstairs.

SECTION F—CONVERSATION (*Cont.*)

1. Conversation (Cont.)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

a	
aaoo	come on!
aasaanii (-*ii*)	the ease
aasaanii-see	easily
ajnabii	stranger
b	
bazaar	market
budh (-*ii*)	Wednesday
č	
čalnaa	to go, to move
čhat (-*ii*)	the roof
d	
deenaa	to give
duur	far
duusraa	second, other
g	
ghanTaa	hour
h	
hamaaraa	our
i	
imaarat (-*ii*)	building
j	
jaghẽẽ (-*ii*)	places, spots
jumaa	Friday
jumraat (-*ii*)	Thursday
juutaa	shoe, the pair of shoes
k	
kaafii	enough, sufficient
kabhii	ever
kabhii nahĩĩ	never
kinaaraa	the bank, the shore
l	
lagnaa	to be used, to be applied
lifT	the elevator
m	
mandir	temple
masjid (-*ii*)	mosque
mašhuur	famous
minaT	minute
mooTar (-*ii*)	automobile, bus
n	
nadii (-*ii*)	the river
niičee	below, downstairs
p	
pah°lee	first
paidal	on foot
paidal jaanaa	to walk
-par	on
puraanaa	old (of things)

s

sab	all, the whole
saniicar	Saturday
saRak (-*ii*)	street
sirf	only

š

šaher	city, town

t

thakaa	tired

u

uaapas	back
uaapas aanaa	to come back
utaarnaa	to take off
ũũčaa	high
uupar	above, upstairs

z

ziaadaa	more

UNIT 5

IN THE STORE

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 9A, beginning.

In a store Jack is talking to the Shopkeeper, Mr. Das.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Jack:	
some food	*kučh khaanaa,*
to buy	*xariidnaa,*
I want to buy some food for a friend.	*mãĩ eek doost-kee liiee, kučh khaanaa xariidnaa čaah^{e}taa hũũ.*
He's in the hospital.	*uoo aspataal-mẽẽ hãĩ.*
at you	*aap-kee paas,*
What have you got?	*aap-kee paas kiaa hai.*
Das:	
fruit of all kinds	*sab ḳisim-kee phal.*
We have all kinds of fruit today.	*aaj hamaaree paas, sab ḳisim-kee phal hãĩ.*
perhaps	*šaaed,*
the pomegranate	*anaar,*
Perhaps your friend likes pomegranates.	*šaaed aap-kee doost anaar pasand karẽẽ.*

Jack:	
fresh	*taazaa.*
Is the fruit fresh?	*kiaa phal taazee hãĩ?*
the heat *or* summer	*garmii,*
they get bad	*xaraab hootee hãĩ.*
I understand that in the summer fruit spoils very quickly.	*mãĩ samajhtaa hũũ, kee garmii-mẽẽ phal, jaldii xaraab hootee hãĩ.*
Das:	
always	*hameešaa.*
In this store the fruit is always fresh.	*is dukaan-mẽẽ, phal hameešaa taazee hãĩ.*
every day	*rooz-rooz.*
the farmers	*kisaan-loog,*
the village	*gaaõõ,*
to bring	*laanaa,*
Every day the farmers bring it from the village.	*rooz-rooz, kisaan-loog, uoo gaaõõ-see laatee hãĩ.*
Jack:	
near the city	*šaher-kee ḳariib,*
Is the village near this city?	*kiaa gaaõõ is šaher-kee ḳariib hai?*
Das:	
why	*kiõõ.*
to ask	*puučhnaa,*
Why do you ask?	*aap kiõõ puučhtee hãĩ.*
Record 9B, beginning.	
Jack:	
because	*kiõõ-kee,*
next week	*duusree haftee-mẽẽ,*
Because my friend will come out of the hospital next week.	*kiõõ-kee meeree doost, duusree haftee-mẽẽ, aspataal-see aaẽẽgee.*

And then he wants to go to the country with me.	*aur ʌr uoo meeree saath, gaaðð-koo jaanaa čaahᵉtee hãĩ.*
Das:	
the father	*baap.*
Then you can stay with my father.	*too aap, meeree baap-kee saath rahᵉ saktee hãĩ.*
Jack:	
Is your father a farmer?	*kiaa aap-kee baap kisaan hãĩ?*
Das:	
No sir, but he has a hotel.	*jii nahĩĩ janaab. leekin un-kee paas, hooᴛal hai.*
Jack:	
Good, perhaps we'll stay at his hotel.	*aččhaa. šaaed ham-loog un-kee hooᴛal-mẽẽ rahẽẽ.*
Jack:	
expensive	*mãhᵉgaa.*
Is this fruit very expensive?	*kiaa iee phal bahot mãhᵉgee hãĩ?*
Das:	
to take	*leenaa.*
No, for a pomegranate I only charge one anna.	*jii nahĩĩ. anaar-kaa sirf, eek aanaa leetaa hũũ.*
Jack:	
the dozen	*darjan,*
please give	*diijiiee.*
Give me a dozen then.	*too mujh-koo eek darjan diijiiee.*
Das:	
Yes sir.	*aččhaa janaab,*
anything else	*kučh aur?*
Do you want anything else?	*kiaa aap, kučh aur čaahᵉtee hãĩ?*

Jack	
other	*duusraa.*
to sell	*beečnaa.*
What other kinds of fruit do you sell?	*aap kis duusree ḳisim-kee phal beečtee hãĩ.*
Das:	
the watermelon	*tarbuuz,*
We have very good watermelons.	*hamaaree paas, bahot aččhee tarbuuz hãĩ.*
Jack:	
No oranges?	*kiaa kučh narangiiãã nahĩĩ?*
Das:	
Not today sir.	*aaj nahĩĩ janaab.*
Record 10A, beginning.	
Jack:	
Too bad	*afsoos-kii baat.*
Then I'll just buy a dozen pomegranates and two watermelons.	*too mãĩ, sirf eek darjan anaar, aur doo tarbuuz, xariidũũ-gaa.*
to send	*bheejnaa.*
Can you send 'em?	*kiaa aap uoo bheej saktee hãĩ?*
Das:	
to whom	*ḳis-koo.*
Whom should I send 'em to?	*kis-koo bheejũũ.*
To you or to your friend?	*aap-koo? iaa aap-kee doost-koo.*
Jack:	
Please send them to the hospital.	*aspataal-koo bheejiiee.*
Das:	
Certainly sir.	*zaruur janaab.*
Jack:	
Goodbye.	*salaam.*

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

1. Nasalization. When ˜ is written over a vowel symbol, you will find that the vowel sound is pronounced through the nose. Be careful to keep these sounds distinct from the ordinary vowels:

Record 10A, after 1st spiral.

Practice 1

pããč	'five'	*aap*	'you'
jaghẽẽ	'places'	*baRee*	'big ones'
nahĩĩ	'not'	*kabhii*	'ever'
doonõõ	'both'	*too*	'then'
gaaõõ	'village'	*aaoo*	'come on!'
ũũčaa	'high'	*duudh*	'milk'
hãĩ	'are'	*hai*	'is'

Neither must these nasalized vowels be confused with ordinary vowels plus *n:*

Record 10A, after 2nd spiral.

Practice 2

kahãã	'where?'	*dukaan*	'shop'
nahĩĩ	'not'	*tiin*	'three'

Before a *g* or a *k*, however, a nasalized vowel may seem to blend into something like a very short "n" as in 'finger' or 'rank':

Record 10A, after 3rd spiral.

Practice 3

aaũũ	'I might come'	*aaũũ-gaa*	'I shall come'
rahẽẽ	'(we) might stay'	*rahẽẽ-gee*	'(we) shall stay'
kiõõ	'why?'	*kiõõ-kee*	'because'

(Note: in words like *gaaõõ* 'village', *aaẽẽ-gee* '(we) shall come' you will often hear the entire vowel group spoken through the nose: *gããõõ, ããẽẽ-gee.*)

2. The *h*-sound. *h*, as you know, is strongly pronounced wherever you find it written. Compare the sound of the following words:

Record 10A, after 4th spiral.

Practice 4

mašhuur	'famous'	*xuubsuurat*	'beautiful'
saaheb	'gentleman'	*šaaed*	'perhaps'
sipaahii	'soldier'	*bhaaii*	'brother'
paRhnaa	'to read, study'	*laRkaa*	'boy'

At the end of a syllable and after a vowel, one hears a whispered vowel with the h. The *h* is here written h^e or h^o:

Record 10A, after 5th spiral.

Practice 5

aap kiaa čaah^{e}tee hãĩ 'what do you want?'
čaah^{e}naa 'to want'
**bah^{o}teeraa* 'very much'

*This word is selected at this point for pronunciation practice only.

A short *a* before *hᵉ* sounds much like the English vowel in "apple", "that".

Record 10A, after 6th spiral.

Practice 6

kiaa kahᵉtee hãĩ 'what do you say?'
rahᵉnaa čaahᵉtaa hũũ 'I want to stay'
pahᵉlee 'first'

In the following words it is really the entire first syllable (including the *h*) that is spoken through the nose (*māh̃ᵉ*; *pāh̃ᵒ*). You can hear the "n"-glide immediately preceding the *g* of *māhᵉgee*.

Record 10A, after 7th spiral.

Practice 7

māhᵉgee 'expensive ones'
**pāhᵒčaa* 'he arrived'.

Now go twice through the *Basic Sentences* individually, once with book open and once with book closed.

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*This word is selected at this point for pronunciation practice only.

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. **Word Study** (Individual Study)

A. PLURAL OF MASCULINE *AA*-NOUNS.

*anD*aa 'egg'	*anD*ee 'eggs'
*eek aan*aa 'one anna'	*doo aan*ee 'two annas'
*meeraa laRk*aa *paRhtaa* hai 'my boy studies'	*uoo meeree laRk*ee hãĩ 'these are my boys'
*pais*aa 'money, pice (coin)'	*pais*ee 'money, pice (coins)'

Most masculine nouns in *-aa* change *-aa* to *-ee* for the PLURAL (meaning: "more than one thing"): *laRkaa* . . . hai vs. *laRkee* . . . hãĩ. For most of these words, the oblique case singular is, then, like the straight case plural: *anDee-par* 'on an egg', *anDee* 'eggs'.

All other masculine nouns have no special form for the straight plural: phal *taazee hãĩ* 'the fruit is (literally: the fruits are) fresh'; *ham-loog amriikan* sipaahii *hãĩ* 'we are American soldiers'.

B. *RUPIAA*, *RUPAEE*.

ham aap-koo doo rupaee dẽẽ-gee 'we'll give you two rupees'

The *-ee* forms of *rupiaa* (also *rupaiaa*) 'rupee' are: *rupaee* 'rupees', *eek rupaee-see* 'from one rupee'.

C. POLITE PLURAL

*šaaed aap-*kee *doost anaar pasand karẽẽ* 'perhaps your friend likes (literally: "like") pomegranates'

iee saaheb kaun hãĩ 'who is (literally: "are") this gentleman'?
meeree doost duusree haftee-mẽẽ aspataal-see aaẽẽ-gee 'my friend will come out of the hospital next week'
*kiaa aap-*kee *baap kisaan* hãĩ? 'is (literally: "are") your father a farmer'?

In POLITE USAGE many singular nouns, such as *doost* 'friend', *saaheb* 'gentleman', *baap* 'father', *bhaaii* 'brother' (if referring to an elder brother) are frequently used as if they were plurals, with plural adjectives and verbs.

D. OBLIQUE FORMS OF PRONOUNS.

1. *us-kaa daam* 'the price of that, its price'
us-kii čhat 'the roof of that, its roof'
aap un-koo jaantee hãĩ 'you know ("to") them'
un-kaa naam 'the name of those, their name'
un-kii dukaan 'the shop of them, their shop'
un-koo milnaa čaahᵉtee hãĩ '(we) want to meet ("to") those, to meet them'
in-see miliiee 'meet ("with") them'
in-kaa naam 'the name of these, their name'
kis-koo bheejũũ 'to whom shall I send'

The pronouns *iee* 'this, these', *uoo* 'that, those', and *kaun* 'who, which?' when followed by a particle have special (oblique case) forms. Remember:

iee 'this'	*uoo* 'that'	*kaun* 'who?'
is-koo 'to this'	*us-koo* 'to that'	*kis-koo* 'to whom?'
iee 'these'	*uoo* 'those'	
in-koo 'to these'	*un-koo* 'to those'	

There is no distinction of gender for these words.

2. *is dukaan-mẽẽ* 'in this shop'
is šaher-mẽẽ 'in this city'
us šaher-kee ķariib 'near that city'
kis ķisim-kaa 'of which kind?'

iee, uoo and *kaun* may also be used as adjectives. In that case, they appear in the special oblique case forms when the noun to which they belong is followed by a particle.

E. "MY, OUR, HIS, HER, ITS, YOUR."

meeree bhaaii 'my brothers' (or: 'my brother' polite)
us-kee bhaaii 'the brother(s) of that, his or her brother(s)'
hamaarii gaaʀii 'our train'
in-kii gaaʀii 'the train of these, their train'
meerii čhat 'my roof'
us-kii čhat 'the roof of that, its roof'

For 'my (mine)' and 'our (ours)' Hindustani has the simple equivalents *meeraa* (*-ee, -ii*), *hamaaraa* (*-ee, -ii*). However, for 'his, her (hers), its', Hindustani speakers say something like 'of this, of that'; for 'their': 'of them'.

Similarly, 'your (yours)' is *aap-kaa* (*-ee*, *-ii*), as for instance in *aap-kaa naam kiaa hai* 'what is your name'.

F. EXPRESSIONS FOLLOWING *-EE*, *-KEE*

hamaaree paas 'at us'
meeree saath 'with me'
aap-kee liiee 'for you'
aap-kee saath 'with you'
aap-kee paas 'at you'
un-kee paas 'at them'
aap-kee baaĩĩ taraf 'to your left'
khaanee-kee liiee 'for food, for eating, in order to eat'
thooRee paisee-kee liiee 'for a little money'
juutee-kee saath 'with your shoes'
doost-kee liiee 'for a friend'
šaher-kee ḳariib 'near the city'

If you have understood the parallelism between

meeree ghar-mẽẽ 'in my house'
aap-kee ghar-mẽẽ 'in your house'
doost-kee ghar-mẽẽ 'in a friend's house',

you will have no trouble in understanding the above examples. The expressions

liiee 'for'
paas 'at'
saath 'together with'
ḳariib 'near'
baaĩĩ taraf 'to the left'

have an adjective in *-ee* before them, just as though they were masculine oblique nouns. Compare *hamaaree liiee* '(for) our sake' with *hamaaree ghar-mẽẽ* 'in our house', etc. (Note, of course, that *mãĩ* and *ham* must not be followed by *-kee*, but that *hamaaree* and *meeree* are used instead.)

Note the English equivalent for *khaanee-kee liiee*, 'for eating, (in order) to eat'. Any other infinitive can be treated this way: *piinee-kee liiee* 'in order to drink', *dhoonee-kee liiee* 'in order to wash', *deekhnee-kee liiee* 'in order to see', *dikhaanee-kee liiee* 'in order to point out'.

Also note the English equivalent of *aap-kee paas kiaa hai* 'at you what is', i.e.: 'what do you have, what have you got'.

G. *AUR.*

kučh aur čaahᵉtee hãĩ? 'Do you want anything else?'

The word *aur* ordinarily means 'and', and when so used is not particularly stressed. The same word, however, is used in the meaning 'else, more' in such phrases as *kooii aur* 'someone else', *eek aur darjan* 'one more dozen', *kučh aur peešaa* 'some other trade'. In this case, *aur* is, of course, more strongly stressed.

2. Covering English and Hindustani of Word Study

(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Hindustani, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences
(Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Hindustani. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Read aloud the following and pick out the expressions you think most suitable.

1. Your friend says he wants to buy some pomegranates:
   a. *mãĩ kučh khaanaa xariidnaa čaahᵉtaa hũũ.*
   b. *mãĩ phal bahot pasand kartaa hũũ.*
   c. *mãĩ kučh anaar xariidnaa čaahᵉtaa hũũ.*

2. You ask for whom?
   a. *kis-kee liiee.*
   b. *kis-kee paas.*
   c. *kis-kee saath.*

3. He says for his sister:
   a. *laʀkii-kee saath.*
   b. *bahen-kee liiee.*
   c. *biiuii-kee paas.*

4. He asks whether pomegranates are expensive:
   a. *kiaa anaar taazee hãĩ?*
   b. *kiaa anaar mãhᵉgee hãĩ?*
   c. *kiaa anaar xaraab hãĩ?*

5. You ask him how much money he has:
   a. *aap-kee paas kitnaa paisaa hai.*
   b. *kiaa aap kučh paisaa čaahᵉtee hãĩ?*
   c. *aap-kee paas kiaa hai.*

6. He answers that he has enough money:
   a. *meeree paas kučh paisaa nahĩĩ.*
   b. *meeree paas kaafii paisaa hai.*
   c. *meeree paas sirf doo aanee hãĩ.*

7. You say let's go:
   a. *kiaa aap jaanaa čaahᵉtee hãĩ?*
   b. *aap kab jaa saktee hãĩ.*
   c. *aaoo čalẽẽ.*

Here are some sentences with blanks in them. The English equivalent of the whole sentence is given; figure out what words should go in the blanks:

8. Can you see it?
kiaa aap uoo ------ saktee hãĩ?

9. Do you want to go?
kiaa aap ------ čaahᵉtee hãĩ?

10. My sister wants to come.
meerii bahen ------ ------ hai

11. I can send it.
mãĩ uoo ------ saktaa hũũ

12. With whom do you live?
aap ------ -kee saath rahᵉtee hãĩ

13. For whom is this?
iee ------ -kee liiee hai

14. Will she come with you?
kiaa uoo aap-kee saath ------ ?

15. He will stay here.
uoo iahãã ------.

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up.

As you have done in the previous units, go back to the *Word Study* and give the correct Hindustani for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat each conversation, if necessary; then take parts and carry on the conversation.

Record 10B, beginning.

1. A wife in the hospital.

Jim: *aadaab-arz janaab.*
aap kaisee hãĩ.

Das: *meherbacnii. mãĩ bahot aččhaa hũũ.*

Jim: *kiaa aap-kii biiuii bhii aččhii hãĩ?*

Das: *jii nahĩĩ.*
uoo aspataal-mẽẽ hai.

Jim: *afsoos-kii baat.*
un-koo kiaa takliif hai.

Das: *mãĩ nahĩĩ jaantaa.*
leekin uoo eek haftee-see aspataal-mẽẽ hai.
mãĩ rooz-rooz, us-koo, taazee phal laataa hũũ.

Jim: *kiaa mãĩ un-kee liiee kučh kar saktaa hũũ?*
šaaed uoo kučh aččhaa khaanaa pasand karẽẽ.
mãĩ un-koo, taazee anᴅee, aur duudh bheejũũ-gaa.

Das: *bahot meherbaanii janaab.*

Jim: *kiaa mãĩ aap-kii biiuii-koo deekh saktaa hũũ?*

Das: *aaj nahĩĩ.*
kiõõ-kee uoo bahot thakii hai.
leekin šaaed us-koo, duusree haftee-mẽẽ, mil saktee hai.

Record 10B, after 1st spiral.

2. The neighborhood grocery.

hamaaree ghar-kee ḳariib, phal-kii dukaan hai.
rooz-rooz, meerii bahen, is dukaan-mẽẽ, phal xariidtii hai.
phal bahot aččhee hãĩ, aur mãhᵉgee nahĩĩ.
dukandaar-kee paas, sab ḳisim-kee phal hãĩ.
garmii-mẽẽ uoo bahot tarbuuz beečtaa hai.
kiõõ-kee loog, tarbuuz khaanaa pasand kartee hãĩ.
leekin mãĩ anaar ziaadaa pasand kartaa hũũ.
too meerii bahen, rooz-rooz, eek darjan leetii hai.

Record 10B, after 2nd spiral.

3. Planning a trip to the country.

is garmii-mẽẽ, mãĩ aur meeree doost, gaaõõ-koo jaaẽẽ-gee.
ham jaldii iahãã-see jaaẽẽ-gee,
aur mooᴛar-see duusree šaher-koo jaaẽẽ-gee.
uahãã ham, kučh khaanaa xariidẽẽ-gee.
gaõõ us šaher-kee ḳariib hai.
aur mooᴛar-see sirf das minaᴛ lagẽẽ-gee.
too ham giaaraa bajee gaõõ-mẽẽ aaẽẽ-gee.
us gaaõõ-mẽẽ, bahot kisaan rahᵉtee hãĩ.
un-kee paas bahot paisaa nahĩĩ.
leekin xušii-see uoo ham-koo taazee phal dẽẽ-gee.
mãĩ gaaõõ bahot pasand kartaa hũũ.

Record 10B, after 3rd spiral.

4. Jim asks Das to buy groceries.

Jim: *kiaa kučh khaanaa bazaar-see laa saktee hãĩ?*

Das: *kis ḳisim-kaa khaanaa xariidũũ.*

Jim: *iee too kučh baat nahĩĩ.*
kiaa anaar taazee hãĩ?

Das: *meeraa xiaal hai kee aaj nahĩĩ.*
mangal-koo kisaan-loog anaar nahĩĩ laatee.
leekin duusree ḳisim-kee phal hãĩ.

SECTION E—CONVERSATION

1. Covering the Hindustani in Basic Sentences
(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Hindustani expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject matter.

Work through these situations, saying in Hindustani whatever fits the situation, taking parts as you have done in previous units.

1. You go into a store to buy some eggs. Bargain about the price, tell the shopkeeper that it is too expensive and that you'll pay only so and so much. If you cannot come to an agreement, tell him that you'll go to some other store.

2. You go to visit your sister in the hospital. The attendant asks your name and your sister's name and wants to know why you want to see her. Tell him you are bringing her some food. The attendant tells you to wait: you can see your sister in an hour.

3. Two friends meet and ask each other about their families, about their health, their present occupation and where they're living now.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

	a
afsoos	grief
afsoos-kii baat	a matter of grief, too bad!
anaar	pomegranate
aspataal	hospital
aur	else, more, other
	b
baap	father
beečnaa	to buy
bheejnaa	to send

d	
darjan (-ii)	dozen
diijiiee	please give
duusraa	another, second, next
g	
gaaõõ	village, the country
garmii (-ii)	heat, the summer
h	
haftaa	week
hameešaa	always
k	
-kee ḳariib	near . . .
-kee paas	at . . . .
kiõõ	why?
kiõõ-kee	because
kis-	see *Word Study*
kisaan	farmer
kučh	some, any; something, anything
ḳ	
ḳariib	near
ḳisim	kind, sort

l	
laanaa	to bring
leenaa	to take
loog	people
m	
mãhᵉgaa	expensive
n	
narangiiãã (-ii)	oranges
p	
paas	at
phal	fruit
puučhnaa	to ask
r	
rooz	day
rooz-rooz	daily
š	
šaaed	perhaps
t	
taazaa	fresh (of food)
tarbuuz	watermelon
x	
xaraab	bad
xariidnaa	to buy

UNIT 6

REVIEW

SECTION A—WHAT DO YOU KNOW IN HINDUSTANI?

To the Group Leader: This unit is intended to furnish the group with a thorough review of all the work done to date: understanding of vocabulary, use of vocabulary, and grammar. Pronunciation should be the object of attention whenever the students are talking. Either the Guide or, if there is no Guide, the Leader and other students should correct faulty pronunciation.

Section A is a true-and-false quiz which is to be read to the group by the Guide or the phonograph records. Each student is to write the numbers from 1 to 40 on a sheet of paper. After hearing each statement in Hindustani the students are to mark T opposite the number of that statement if they consider it a true statement, and F if they consider it false. If the students understand the Hindustani they will have no difficulty in deciding whether or not the statements are true or false.

Use the first item in the quiz as a practice item. When you are ready to start, announce "Statement 1," and give the signal to the Guide to begin, or put on the phonograph record. The Guide or record will then read the Hindustani statement: "*doo aur čaar čhai hãĩ*" and will repeat the statement once more. Explain to the group that, since the meaning of this statement is: "Two and four are six" they should write a T after the figure 1 on their papers. Then announce "Statement 2" and continue with the Guide or phonograph record. Each statement in Hindustani is to be presented twice. When working with a Guide, continue to call the number of each statement throughout the quiz so that the students will have no trouble keeping the proper place. Take the quiz with the rest of the group.

In the back of the Guide's manual you will find a list giving the correct answers (T or F) for the Hindustani items, together with the English translations. After the quiz is over, read to the group the correct answers, T or F for each item. The students are to check their papers. Find the average number of correct answers per student for your group and include your own answers. Any student who gets less than the average number of answers or less than 80% (whichever is higher) correct, needs more thorough study and review of the preceding units.

Use the rest of the period to repeat the Hindustani expressions for which students had the wrong answer and give the English equivalents of these statements if they wish to have them. Be sure that the students understand the meaning of all the items which they got wrong; those are the items on which their vocabulary is weak and needs further study.

This unit provides several tests which will help you to make sure that you have thoroughly covered the work of the first five *Learning Units* of the course. They will show you what you may need to restudy or review.

Section A is a true-false quiz. After you have marked the numbers 1 to 40 on a sheet of paper, your Leader will have the Guide read, or will play the phonograph records containing a number of statements in Hindustani. As you hear each sentence, decide whether the statement it makes is true or false. Decide whether the statement is USUALLY true or USUALLY false. Do not go into particular cases. If you think the statement is true, mark *T* opposite the number corresponding to the number of the sentences that has just been spoken. If you think it is false, mark *F* opposite the number. The first item will be a practice item and will show you just how you are to proceed with the rest of the sentences.

After you have done this work, the Leader will go through your answers with you as a group, and will tell you which statements are true and which are false. Score your paper, counting one for each correct answer. The Leader will figure out the average score for your group. If your score falls below the average of the group as a whole, you need more study and review of the previous units.

Use the rest of the period to go over the sentences again with your Guide or records. For each item on which you are wrong, be sure that you understand why you are wrong, and what the true meaning of the item is.

If you come out well on this quiz, that indicates that you have a pretty good understanding of practically all the work you have covered to date.

SECTION B—HOW WOULD YOU SAY IT?

(Individual Study)

Go through the following English sentences and prepare to say the equivalents for the English at your next group meeting. DO NOT WRITE ANYTHING DOWN, but say the Hindustani equivalents out loud and keep practicing them aloud until you have the Hindustani down so cold that when the English is fired at you point-blank you can fire the Hindustani right back without any hesitation.

I

1. Good morning, Sir. How are you?
2. I'm fine, thank you.
3. I don't understand.
4. Please speak slowly.
5. Excuse me, where is the railroad station?
6. Go to the left, and again to the left.

7. The hotel is straight ahead.
8. I'd like to have cigarettes.
9. Would you like some food (= to eat)?
10. How much is that?

II

1. Where are you from?
2. Do you like America?
3. What is his name?
4. He understands Hindustani.
5. Can you come tomorrow?
6. When should I come?
7. Please wait here, Sir.
8. The gentleman is busy.
9. Don't bother!
10. Where is your family?

III

1. I think your name is Ram Lal.
2. My elder brother is in the army.
3. Where do you live now?
4. Can I meet you tomorrow?
5. I don't know; I don't think so.
6. He works on Sunday.
7. Do you know him?
8. What does he do (for a living)?
9. Tomorrow is Tuesday.
10. His sister is a pretty girl.

IV

1. The station is not very far from here.
2. I am a stranger.
3. For a little money, I'll show you the sights.
4. How much time does it take?
5. We might as well walk.
6. We have lots of time.
7. This is a temple or a mosque.
8. The roof is very high.
9. My friend is tired.
10. We'll come downstairs soon.

V

1. I want to buy some milk.
2. I am in the hospital.
3. We have all kinds of food.
4. Is it fresh?
5. It spoils quickly.
6. Perhaps the farmers will come.
7. Why should I ask?
8. My friend will go to the country with me.
9. This is expensive.
10. Do you sell oranges?

SECTION C—HOW DID YOU SAY IT?

To the Group Leader: Simply follow the directions given below.

This Section is a drill on the work you have done in Section B of this unit. Keep your book closed. The Leader will call on members of the group (but not in any fixed order) to speak the Hindustani equivalents of the English sentences given in Section B. The work must be kept moving rapidly, and interest should never lag. If the Guide is present he is to listen and correct your pronunciation and expressions.

This section is intended to give you a check on your ability to use the vocabulary you have learned.

SECTION D—HOW WOULD YOU SAY IT? (*Cont.*)

(Individual Study)

Go through these English sentences and prepare to say the equivalents for the English, just as you did in Section B of this unit. Do not write anything down, but have everything well fixed in your mind, and ready to speak in the next group meeting.

I

1. There is a hotel over there, to the right of the mosque.
2. The milk is good today.
3. The shop is not over there; it is straight ahead.
4. What day is today?
5. I would like to have ten cigarettes.
6. The eggs are very expensive.
7. Would you like to have this or that?
8. I'd like to have that [one].
9. Do you like to eat meat?
10. The food is bad here.

II

1. What is your name?
2. He speaks Hindustani.
3. But he speaks it slowly.
4. Please speak Hindustani; I can understand.
5. Where should I go?
6. Come with me, by all means.

7. Is tomorrow all right?
8. Come in. I'm delighted.
9. I am pleased to meet you.
10. I am going to study in America.

III

1. I think he is here.
2. Do you know his name?
3. They are sailors and soldiers.
4. I'd like to see the shopkeeper.
5. The shopkeeper is busy, Sir.
6. Tomorrow he is going to work in the store.
7. My younger brother lives with a friend.
8. My friends like to walk a lot.
9. My brother likes it, too.
10. But he also likes to study.

IV

1. I'd like to show you the town.
2. It will take little time.
3. How much will you give me?
4. How far does the bus go?
5. Don't walk; it's too far, Sir.
6. We have enough money, I think.
7. Please give me the money first, Sir.
8. There is no elevator in the building.
9. The elevator is downstairs.
10. Shall I walk down?

V

1. Shall I sell it, or buy more?
2. They bring fruit and eggs from the country.
3. Their fruit is poor (bad) and very expensive.
4. They charge a lot of money.
5. Shall I send it to the hotel or the hospital?
6. What is your friend's name?
7. Will you pay (= give the money) right away, Sir?
8. Send it right away.
9. I am going to take the oranges.
10. When is he going to come out of the hospital?

SECTION E—HOW DID YOU SAY IT? (*Cont.*)

To the Group Leader: Simply follow the directions given below.

As in Section C, the Leader will go around the group and ask various members to supply (with books closed) the Hindustani equivalents for the sentences given in Section D. If the Guide is present, he will listen and correct pronunciation and expressions.

This section is intended to give you a check on your understanding of the way the language is built and functions.

SECTION F—LISTENING IN (QUESTIONS)

To the Group Leader: Following are sets of questions on short conversations which are to be read by the Guide or the phonograph records. Have the Guide read (or play on the record) each conversation through twice. Then have the students answer the questions listed below for the particular conversation. The answer should of course be given in Hindustani, using complete Hindustani sentences. You will find the conversations as well as the correct answers in the Guide's Manual.

Listen to the Guide or the phonograph record as each one of the conversations is read. It will be repeated twice, so listen carefully the second time for anything you didn't catch the first time through. Then be prepared to answer in Hindustani, on the particular conversation, the questions listed below. If you cannot do this without hesitation you need to review the previous *Listening In's*.

Record 12A, beginning.

1. *"Do you want to stay in India?"*
    1. Where does the conversation take place?
    2. Where is Mary from?
    3. Does she have to leave?
    4. What would she like to do?
    5. Why?

6. How does Mr. Das feel about it?
7. Does Mary want to come back?
8. Does Mr. Das want to leave?

Record 12A, after 1st spiral.

2. *"Where do you work?"*
    1. Where does the conversation take place?
    2. Does Jim say what he does for a living?
    3. Is Mr. Das engaging in his ordinary profession?
    4. Does he work for himself?
    5. Where does his father live?
    6. Does his father own anything?
    7. What does Jim do for a living?

Record 12A, after 2nd spiral.

3. *"When can I meet you for dinner?"*
    1. Where does the conversation take place?
    2. Does Jim want to see Mr. Das again?
    3. Does Mr. Das want to see Jim again?
    4. What are Mr. Das' plans?
    5. What do they finally decide to do?
    6. Where does Mr. Das live?
    7. What does Jim want to talk about to Mr. Das?

Record 12A, after 3rd spiral.

4. *"Do you know Dick Miller?"*
    1. Who is Dick Miller?
    2. Do both Jim and Mr. Das know him?
    3. Where is he now?
    4. Does he live in the city where the conversation takes place?
    5. Where do Jim and Mr. Das go after their conversation?
    6. Since when has Dick Miller been at his present location?
    7. Why does Mr. Das want to accompany Jim?

Record 12A, after 4th spiral.

5. *"Jim gets lost in his car."*
    1. Where does he want to go?
    2. Can Mr. Das help him?
    3. Where do the two men meet?
    4. Why is Jim in a hurry?
    5. Does he have to turn his car around?
    6. Where is the hospital located?
    7. What kind of a hospital is it?
    8. What is it like?

Record 12B, beginning.

6. "*Charlie's family and the war.*"
    1. Who is telling the story?
    2. What does Charlie do for a living?
    3. How many brothers does he mention?
    4. Are any of his relatives in India?
    5. What do his sisters do for the war?
    6. Where will he be two months hence?
    7. What does he say about his father?
    8. Where is his mother?

Record 12B, after 1st spiral.

7. "*Das is looking for a job.*"
    1. Is Jim looking for help?
    2. Does Jim know Mr. Das?
    3. What is Mr. Das' line?
    4. Will Jim be able to help him at any time?
    5. Does Jim have a brother?
    6. What is wrong with Jim's car?

Record 12B, after 2nd spiral.

8. "*Bargaining.*"
    1. Where does the conversation take place?
    2. What does Mr. Das do for a living?
    3. What does Jim want?
    4. Why does Mr. Das ask so much money?
    5. How many kinds of eggs are there for sale?
    6. How much does Mr. Das ask for six eggs?
    7. Why should Jim come back the next day?
    8. Does he want to come back?
    9. Are there other shops in town?

Record 12B, after 3rd spiral.

9. "*Jim goes to see Mr. Das at his house.*"
    1. Does Husein know Mr. Das?
    2. Could the conversation take place at two p.m.?
    3. Is Mr. Das ill?
    4. How long is he going to stay in the hospital?
    5. Does Jim want to wait for Mr. Das' return?
    6. When does Husein say Mr. Das will be back?

SECTION G—CONVERSATION REVIEW

Hold a series of conversations, from one to two minutes each, on as many of the topics which have been developed in Units 1-6 as you can, combining and varying them as you wish. All members of the group should have a chance to take part.

PART TWO

UNIT 7

AN EVENING OUT

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Paul tells Das about his plans for the evening.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Record 13A. beginning.	
Paul:	
the night	*raat,*
the entertainment	*tamaašaa.*
I'm going to town tonight to see a show.	*aaj raat-mẽẽ mãĩ kuč̌h tamaašaa deekhnee-kee liiee, šaher-koo jaaũũ-gaa.*
Do you want to come with me?	*kiaa aap meeree saath aanaa čaah°tee hãĩ?*
Das:	
[yesterday	*kal]*[1]
the evening	*šaam.*
was	*thaa.*
Thank you very much, but I was in town last night.	*bahot meherbaanii. leekin mãĩ, kal šaam-koo šaher-mẽẽ thaa.*

[1] Not on record.

Paul:	
alone	*akeelaa.*
were	*thee.*
Were you alone?	*kiaa aap akeelee thee?*
Das:	
were	*thĩĩ*
No, my two sisters were with me.	*jii nahĩĩ meerii doo bah^{e}nẽẽ meeree saath thĩĩ.*
Who'll you go with?	*aap kis-kee saath jaaẽẽ-gee.*
Paul:	
My girl friend'll go with me.	*meerii doost meeree saath jaaee-gii.*
ill	*biimaar.*
was	*thii.*
She was very sick, but today she's well [again].	*uoo bahot biimaar thii, leekin aaj aččhii hai.*
therefore	*is liiee,*
And so we want to see a show.	*aur is liiee ham-loog, kučh tamaasaa deekhnaa čaah^{e}tee hãĩ.*
Das:	
What show'll you go to?	*kis tamaašee-mẽẽ jaaẽẽ-gee.*
Paul:	
the puppet	*putlii.*
interesting	*mazeedaar.*
I think the puppet-show's very interesting.	*meeraa xiaal hai kee putlii-kaa tamaašaa bahot mazeedaar hai.*
Das:	
the music	*gaanaa bajaanaa,*
All girls like music.	*sab laRkiiãã gaanaa bajaanaa pasand kartii hãĩ.*

the theater	*naaTak.*
the movie	*sinamaa.*
Why not go to a theater or a movie?	(1) *too naaTak iaa sinamaa deekhẽẽ?*
	(2) *too naaTak iaa sinamaa deekhẽẽ.*
Record 13B, beginning.	
Paul:	
to begin	*šuruu hoonaa,*
When does the movie begin?	*sinamaa kab šuruu hootaa hai.*
Das:	
Ask my younger brother.	*meeree čhooTee bhaaii-see puučhiiee.*
doubtless	*beešak.*
to tell	*bataanaa.*
He can certainly tell you.	*uoo beešak aap-koo bataa saktaa hai.*
Paul:	
Why?	*kiõõ,*
the movie	*baaeskoop,*
Does he like movies very much?	*kiaa uoo baaeskoop, bahot pasand kartaa hai?*
Das:	
the morning	*subaa.*
the afternoon	*doo paher.*
Yes, he wants to go to the movies in the morning, afternoon, and evening.	*jii hãã uoo subaa, doo paher, aur šaam-koo baaeskoop, jaanaa čaahᵉtaa hai.*
Paul:	
I'll ask him then.	*too mãĩ us-see puučhũũ-gaa.*

Paul:	
after the movie	*sinamee-kee baad,*
What restaurant should we eat in after the movie?	*sinamee-kee baad, ham-loog, kis khaanee-kii dukaan-mẽẽ khaaẽẽ.*
Das:	
All the restaurants in this city are good.	(1) *is šaher-mẽẽ sab khaanee-kii dukaanẽẽ ačchii hãĩ,* (2) *is šaher-mẽẽ sab khaanee-kii dukaanẽẽ ačchii hãĩ.*
before going	(1) *jaanee-kee pahᵉlee.* (2) *jaanee-kee pahᵉlee,*
to get a haircut	*baal kaᴛaanaa.*
it is necessary	*čaahiiee.*
But before you go to town you should get a haircut.	*leekin šaher-koo jaanee-kee pahᵉlee, aap-koo baal kaᴛaanaa čaahiiee.*
Paul:	
Where should I go for a haircut?	1) *baal kaᴛaanee-kee liiee mãĩ kahãã jaaũũ;* 2) *baal kaᴛaanee-kee liiee mãĩ kahãã jaaũũ.*
Das:	
The barbershop's to your right.	*baal kaᴛaanee-kii dukaan, aap-kee dahᵉnii taraf hai.*
Afterwards I'll go to town with you.	*us-kee baad, mãĩ aap-kee saath šaher-koo jaaũũ-gaa.*
the thing	*čiiz.*
I have to buy a few things.	*mujh-koo kuch čiizẽẽ xariidnaa čaahiiee.*
Paul:	
Fine, let's go!	*aččhaa. aaoo čalẽẽ.*

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

1. Vowel sequences. You have heard enough instances of simple (short) and double (long) vowels. They are not particularly difficult to pronounce if you listen closely to the Guide or phonograph, and look up the descriptions in the *Hints on Pronunciation* in Unit 1. Always remember that double vowels in the middle of a word take about twice as long to say as simple vowels, which are extremely short.

Frequently, we find combinations of different vowels. If *i-* and *u-* precede another vowel, they are run together with it to form one syllable. *i-* before another vowel, then, sounds much like the English "y" in "yield" or "yawn". *u-* before another vowel is most often like the "w" in "wood" or "wax;" but often the lips aren't rounded at all. (With many Hindustani speakers both the *i-* and the *u-* before vowels are accompanied by much more fiction, so that the *i-* sounds almost like the "s" in "leisure" and the *u-* like the "v" in "very". Listen to your Guide and imitate his particular pronunciation.)

Record 14A, beginning.

Practice 1

iee 'this, he, she, it, these, they'
iahãã 'here'
uoo 'that, he, she, it, those, they'
uahãã 'there'
kiaa 'what?'
kiõõ 'why?'
ziaadaa 'more'
ituaar 'Sunday'

An *ii-*, on the other hand, is kept apart from a following vowel; it makes up a syllable by itself.

Record 14A, after 1st spiral.

Practice 2

šukriiaa 'thank you'
jaaiiee 'please go'
Thairiiee 'please wait'
narangiiãã 'oranges'

ai is always ONE syllable. It starts out with a vowel like the "a" in English "apple" and blends into something like the "e" in "egg". (Some speakers pronounce *ai* like a prolonged "a" in "apple".)

Record 14A, after 2nd spiral.

Practice 3

hai 'is'
**rupaiaa* 'rupee' (some speakers say *rupiaa* in two syllables instead of three)
mãĩ 'I'
paisaa 'money'

ai must be kept apart carefully from the combinations *aaii*, *aae* which start with a LONG *aa*-vowel. Contrast the following:

---

*On the record the speaker says *rupiaa*, not *rupaiaa*.

Record 14A, after 3rd spiral.

Practice 4

hai 'is'
hãĩ 'are'
bhaaii 'brother'
baaĩĩ taraf 'to the left'
baaeskoop 'movie'
šaaed 'perhaps'

au is always ONE syllable. It starts out with something like the "u" in "ugly" and blends into the "au" of "caught". (Some Hindustani speakers pronounce *au* like a prolonged "au" in "caught".)

Record 14A, after 4th spiral.

Practice 5

nau 'nine'
fauran 'immediately'
kaun 'who, which?'

This *au* must be kept distinct from *aaoo* and *aauu* which start in with a LONG *aa*. Compare the following:

Record 14A, after 5th spiral.

Practice 6

sau 'hundred'
aaoo 'come on'
gaaõõ 'the village'
aaũũ 'I may come'

2. The *r*-sound. Remember that *r* is always a full, rolled consonant sound. You must be especially careful to pronounce it at the end of a syllable or word and to keep preceding short vowels short and long vowels long. Compare the following:

Record 14A, after 6th spiral.

Practice 7

ghar 'house'
andar 'inside'
meherbaanii 'thank you'
mandir 'temple'
čaar 'four'
anaar 'pomegranate'
deer 'the while'
duur 'far'
aur 'and'

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. PLURAL OF FEMININE NOUNS IN -*ẼẼ* AND -*ÃÃ*.

1. *sab khaanee-kii dukaanẽẽ aččhii hãĩ* "all the restaurants are good."
kučh čiizẽẽ "some things"
2. *meerii doo bahᵉnẽẽ* "my two sisters"
3. *kučh narangiiãã nahĩĩ* "no oranges"
sab laRkiiãã gaanaa bajaana pasand kartii hãĩ "All girls like music."

1. The PLURAL OF FEMININE nouns is expressed by adding the ending -*ẽẽ*

dukaan 'shop' : *dukaanẽẽ* 'shops'
čiiz 'thing' : *čiizẽẽ* 'things'

fauj 'army' : *faujẽẽ* 'armies'
čhat 'roof' : *čhatẽẽ* 'roofs'
masjid 'mosque' : *masjidẽẽ* 'mosques'
mooTar 'automobile' : *mooTarẽẽ* 'automobiles'

2. When the feminine noun ends in a vowel plus a short consonant plus a short vowel plus a short consonant (which we may symbolize: . . . VCVC) the second short vowel may be dropped, and one syllable lost, before *-ẽẽ* (. . . VCC*ẽẽ*):

saRak 'street' : *saRkẽẽ* 'street'
imaarat 'building' : *imaartẽẽ* 'buildings'

In the case of *bahen* 'sister' and other words having *-he-* in them, the same loss of a syllable takes place, only that the *e* remains as the "whispered" ^{e} which "colors" the *h*:

bahen "sister" : *bah*^{e}*nẽẽ* "sisters"

3. FEMININE nouns ending in *-ii* add *-ãã* more often than *-ẽẽ* for their plural form:

laRkii 'girl' : *laRkiiãã* 'girls'
nadii 'river' : *nadiiãã* 'rivers'
narangii 'orange' : *narangiiãã* 'oranges'

(Contrast: *baRaa* (masculine) *sipaahii* 'big soldier' :
baRee sipaahii 'big soldiers'
baRii (feminine) *nadii* 'big river' :
baRii nadiiãã 'big rivers')

B. "WAS, WERE."

mãĩ šaher-mee thaa 'I was in town'

uoo bahot biimaar thii 'She was very ill.'

kiaa aap akeelee thee? 'Were you alone?'

meerii doo bah^e*nẽẽ meeree saath thĩĩ* 'my two sisters were with me'

thaa and *thii* mean 'was' (SINGULAR)

thee and *thĩĩ* mean 'were' (PLURAL)

thaa 'was' and *thee* 'were' are used with reference to masculine nouns or with pronouns unless they refer to female persons.

thii 'was' and *thĩĩ* 'were' are used with reference to feminine nouns, or, if there is no noun mentioned explicitly, referring to female persons.

Thus, a woman would say: *maĩ šaher-mẽẽ thii* "I was in the city." Furthermore:

uoo bahot biimaar thaa "he was very ill"

uoo bahot biimaar thee "they were very ill"

uoo bahot biimaar thĩĩ "they (women) were very ill"

kiaa aap akeelii thĩĩ? "were you (woman or women spoken to) alone?"

meeree doo bhaaii meeree saath thee "My two brothers were with me."

C. THE OBLIQUES, *MUJH-* '. . . ME', AND *HAM-* '. . . US'.

mujh-koo maaluum nahĩĩ 'TO ME it is not apparent, i.e.: I don't know'

mujh-koo uaḳt nahĩĩ 'TO ME time is not, i.e. I have no time'

mujh-koo eek darjan diijiiee 'please give (TO) ME a dozen'

ham-koo bahot uaḳt nahĩĩ 'TO US much time is not, i.e. we haven't much time'

The oblique case form of ***mãĩ*** 'I' is ***mujh-*** '. . . me' as in ***mujh-koo*** 'to me', ***mujh-see*** 'from, with me', ***mujh-par*** 'on me'.

ham 'we, us' does not change its form before particles: ***ham-koo*** 'to us', ***ham-par*** 'upon us'.

These two forms are NEVER found before ***-kaa*** (***-kee***, ***-kii***); see the *Word Study*, Comment E, in Unit 5. Compare:

bhaaii-koo 'to the brother'	***bhaaii-kii mooTar*** 'the brother's car'
aap-koo 'to you'	***aap-kii mooTar*** 'your car'
us-koo 'to that, him, her, it'	***us-kii mooTar*** 'his, her, its car'
mujh-koo 'to me'	***meerii mooTar*** 'my car'
ham-koo 'to us'	***hamaarii mooTar*** 'our car'

D. "THIS, THAT, HIS, HER, ITS, THEIR."

This is only a rearrangement of things you already know. You must make sure, however, not only to be able to make out what the examples mean, but to be COMPLETELY sure of their use.

uoo ghar 'that house'	***iee ghar*** 'this house'
us-kaa ghar 'his, her house'	***is-kaa ghar*** 'his, her house'
un-kaa ghar 'their house'	***in-kaa ghar*** 'their house'
uoo ghar 'those houses'	***iee ghar*** 'these houses'
us-kee ghar 'his, her houses'	***is-kee ghar*** 'his, her houses'
un-kee ghar 'their houses'	***in-kee ghar*** 'their houses'
uoo juutaa 'that shoe'	***iee juutaa*** 'this shoe'
us-kaa juutaa 'his, her shoe'	***is-kaa juutaa*** 'his, her shoe'
un-kaa juutaa 'their shoe'	***in-kaa juutaa*** 'their shoe'
uoo juutee 'those (pairs of) shoes'	***iee juutee*** 'these (pairs of) shoes'
us-kee juutee 'his, her shoes'	***is-kee juutee*** 'his, her shoes'
un-kee juutee 'their shoes'	***in-kee juutee*** 'their shoes'
uoo bahen 'that sister'	***iee bahen*** 'this sister'
us-kii bahen 'his, her sister'	***is-kii bahen*** 'his, her sister'
un-kii bahen 'their sister'	***in-kii bahen*** 'their sister'
uoo bahᵉnẽẽ 'those sisters'	***iee bahᵉnẽẽ*** 'these sisters'
us-kii bahᵉnẽẽ 'his, her sisters'	***is-kii bahᵉnẽẽ*** 'his, her sisters'
un-kii bahᵉnẽẽ 'their sisters'	***in-kii bahᵉnẽẽ*** 'their sisters'

E. POLITE COMMAND FORM.

1. *phir booliiee* 'please speak again'
   phir aaiiee 'please come again'
   aspataal-koo bheejiiee 'please send (them) to the hospital'
2. *maaf kiijiiee* 'please "make [it] excused," please excuse me'
   eek darjan diijiiee 'please give me one dozen'

1. When you tell a person POLITELY what he or she SHOULD do, you use the stem of the verb with the ending -*iiee*. Remember that this ending is always pronounced as two syllables.

2. Remember the two irregular forms in -*iiee*:

kiij*iiee* 'please do' (which goes with kar*naa* 'to do', kar *saktaa hũũ* 'I can do', kar*taa hũũ* 'I do').
diij*iiee* 'please give'

2. Covering English and Hindustani of Word Study
(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Hindustani, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences
(Individual Study)

Go through the Basic Sentences, covering up the English and reading aloud the Hindustani. Check up on anything you do not know, until you are sure of everything.

3. What Would you Say? (Individual Study)

Read aloud each of the following and then pick out the expressions you think most suitable:

1. Your friend asks you whether you want to see a show:
   a. *kiaa aap kučh tamaašaa deekhnaa čaahᵉtee hãĩ?*
   b. *kiaa aap kučh tamaašaa dikhaanaa čaahᵉtee hãĩ?*
   c. *tamaašaa deekhnee-kee liiee kitnaa paisaa lagtaa hai.*

2. You say all your sisters are ill:
   a. *meerii sab bahᵉnẽẽ beešak ghar-mẽẽ hãĩ.*
   b. *sab laʀkiiãã naaᴛak pasand kartii hãĩ.*
   c. *meerii sab bahᵉnẽẽ bimaar hãĩ.*

3. You say that you therefore should stay at home:
   a. *mãĩ us-kee liiee kiaa kar saktaa hũũ.*
   b. *too mãĩ niičee rahũũ-gaa.*
   c. *is liiee mujh-koo ghar-mẽẽ rahᵉnaa čaahiiee.*

4. But you can go to town tomorrow afternoon:
   a. *leekin kal subaa-mẽẽ mãĩ gaaõõ-koo jaaũũ-gaa.*
   b. *leekin kal doo paher-mẽẽ mãĩ šaher-koo jaa saktaa hũũ.*
   c. *kal šaam-koo mãĩ šaher-mẽẽ thaa.*

5. He asks whether you will go to the movies with him:
   a. *kiaa aap meeree saath sinamee-koo jaaẽẽ-gee?*
   b. *too sinamaa deekhẽẽ?*
   c. *baaeskoop meeree ghar-see bahot duur nahĩĩ.*

6. You refuse, because you want to return early:
   a. *jii nahĩĩ. mãĩ uahãã rahᵉ nahĩĩ saktaa.*
   b. *jii nahĩĩ. mãĩ jaldii uaapas aanaa čaahᵉtaa hũũ.*
   c. *jii nahĩĩ. mãĩ jaldii uaapas aaũũ-gaa.*

Here are some more sentences with blanks for you to fill in:

7. My sister was ill
   meerii bahen biimaar ------.

8. He was alone
   uoo akeelaa ------.

9. Were you happy?
   kiaa aap xuš ------?

10. His sisters were in town
    us-kii bahᵉnẽẽ šaher-mẽẽ ------.

11. In this city are many famous buildings
    is šaher-mẽẽ bahot mašhuur ------ hãĩ.

12. Five girls live here
    pããč ------ iahãã rahᵉtii hãĩ.

Read the following questions aloud and be ready to speak out the answer to each one. Make your answers brief and to the point.

13. *aap-kaa naam kiaa hai.*
14. *kiaa aap-kee baal-baččee iahãã rahᵉtee hãĩ?*
15. *aap-kee doost-kaa peešaa kiaa hai.*
16. *kiaa aap sinamaa pasand kartee hãĩ?*
17. *aaj kaun din hai.*
18. *aap kab šaher-koo jaatee hãĩ.*
19. *isᴛeešan-koo jaanee-kee liiee, kitnaa uaḳt lagtaa hai.*
20. *kiaa aap sigreᴛ piinaa čaahᵉtee hãĩ?*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for each of the exercises in the preceding sections, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check Up

As you have done in the previous units, go back to the *Word Study* and give the correct Hindustani for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat each conversation if necessary, then take parts and carry on the conversation.

LISTENING IN

Record 14A, after 7th spiral.

1. Jim comes to Mr. Das' home.

Jim: *mãĩ kuč̌h čiizẽẽ xariidnee-kee liiee, šaher-koo jaataa hũũ.*

kiaa mãĩ aap-kee liiee kuč̌h kar saktaa hũũ?

Das: *mujh-koo baal kaTaanaa čaahiiee.*
kiaa mãĩ aap-kee saath aa saktaa hũũ?

Jim: *xušii-see.*
meerii mooTar-see šaher-koo jaanee-kee liiee, sirf eek ghanTaa lagtaa hai.

aur ham aasaanii-see raat-kee pahᵊlee, uaapas aa saktee hãĩ.

Das: *ač̌čhaa.*
šaaed ham-loog baal kaTaanee-kee baad, kuč̌h tamaašaa deekh saktee hãĩ.

Jim: *meeraa xiaal nahĩĩ.*
mujh-koo bahot uaḳt nahĩĩ.
mujh-koo šaam-kee pahᵊlee uaapas aanaa čaahiiee
meerii čhooTii laRkii kuč̌h biimaar thii.

Das: *afsoos-kii baat.*
kiaa uoo abhii ač̌čhii hootii hai?

Jim: *jii hãã.*
leekin us-koo bahot duudh piinaa, aur taazee phal khaanaa čaahiiee.

Record 14B, beginning.

Listening In (*Cont.*)

is liiee, mãĩ narangiiãã xariidnee-koo, šaher jaataa hũũ.

Das: *too fauran čalẽẽ.*

Record 14B, after 1st spiral.

2. Jim addresses a stranger on the street.

Jim: *maaf kiijiiee.*
kiaa aap is šaher-koo jaantee hãĩ?

Aziz: *jii hãã.*
mãĩ iahẽẽ rah^{e}taa hũũ.
kiaa aap ajnabii hãĩ?

Jim: *mãĩ aur meeree doost amriikan sipaahii hãĩ.*
ham-loog kuch tamaašaa deekhnaa čaah^{e}tee hãĩ.
kiaa aap ham-koo tamaašaa dikhaa saktee hãĩ?

Aziz: *saaed aap gaanaa bajaanaa pasand karẽẽ.*
too sinamaa deekhẽẽ.
uoo bahot mazeedar hai.

Jim: *ham sinamaa amriikaa-mẽẽ deekh saktee hãĩ.*
kiaa kuč hindustaanii tamaašaa nahĩĩ?

Aziz: *jii hãã; putlii-kaa tamaašaa, iaa naaᴛak.*

Jim: *putlii-kaa tamaašaa kab šuruu hootaa hai.*

Aziz: *mãĩ nahĩĩ jaantaa.*
un saaheb-see puučhiiee.
uoo putlii-kee tamaašee-kaa kaam kartee hãĩ,
aur aap-koo bataa saktee hãĩ.

Record 14B, after 2nd spiral.

3. Jim is paying Mr. Aziz a visit.

Jim: *kiaa aap kal bazaar-mẽẽ thee?*

Aziz: *jii nahĩĩ. mãĩ kal kuč biimaar thaa.*
aur is liiee ghar-mẽẽ thaa.
leekin meerii laʀkii bazaar-mẽẽ thii.
aap kiõõ puučhtee hãĩ.

Jim: *mãĩ deekhtaa hũũ kee aap-kee paas, taazii narangiiãã hãĩ.*
aur narangiiãã sirf bazaar-mẽẽ beečtee hãĩ.
kiaa aap mujh-koo biiuii-kee liiee,
doo tiin narangiiãã beeč saktee hãĩ?
us-koo narangiiãã khaanaa čaahiiee.

Aziz: *mãĩ aap-koo narangiiãã beečnaa nahĩĩ čaah^{e}taa.*
leekin mãĩ xušii-see aap-koo kuč dee saktaa hũũ.
kiaa aap-kii biiuii bhii biimaar hai?

Jim: *jii hãã.*
uoo kuč biimaar hai.

Aziz: *kiaa uoo abhii ghar-mẽẽ akeelii hai?*

Jim: *abhii meerii bahen us-kee saath hai.*
leekin uoo kal subaa-koo jaaee-gii.

Aziz: *too mãĩ, ghar-kaa kaam karnee-kee liiee,*
kal subaa, mãĩ laʀkii-koo bheejũũ-gaa.

SECTION E—CONVERSATION

1. Cover the Hindustani in Basic Sentences

(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Hindustani expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Paul invites Mr. Das to come with him to the city to buy some things. Mr. Das says no, he has to stay home. His wife has been ill in the hospital. Now she is home, but she cannot do the work of the house yet, therefore he cannot go with Paul. Paul says that that is too bad, and asks whether there is anything he can do for Mr. Das. Mr. Das asks him to buy a few things for them in the city. Paul says he'll bring the things that evening.

2. A man goes into a store to buy some fresh pomegranates. The shopkeeper tells him they had some pomegranates that morning, but now he doesn't have any. It is too late. But tomorrow morning the farmers will bring him some fresh fruit. The man asks him to send the pomegranates tomorrow morning before 12, gives him directions where to send them. They agree on a price.

3. A friend introduces Paul to his sister. They talk for a while, and it turns out that Paul knows her friend, who is studying in college in America. Finally, he asks her for a date, dinner and a movie. They agree on a day and on the kind of entertainment they want to see.

4. Paul and his friend go to town to see some of the sights. They ask the way to a famous temple. When they get there they ask somebody whether they can go inside, and he answers that they can, but they should take their shoes off before going in. After they've seen the temple they go somewhere for a meal.

Continue the conversations started in Section E with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

	a
akeelaa	alone
	b
baad	after
baaeskoop	movie
baal (plural)	the hair
bajaanaa	to play (an instrument)
bataanaa	to tell
beešak	doubtless
biimaar	ill, sick
	č
čaahiiee	it is necessary
čiiz (*-ii*)	thing
	d
doo paher	afternoon
	g
gaanaa	to sing
gaanaa bajaanaa	singing and playing, music
	i
is liiee	therefore
	k
kal	yesterday, tomorrow
kaᴛaanaa	to have cut
-kee baad	after . . .
-kee pahᵉlee	before . . .
	m
mazeedaar	tasty, interesting
	n
naaᴛak	theater
	p
paher	see *doo paher*
pahᵉlee	before
putlii (*-ii*)	puppet
	r
raat (*-ii*)	the night, the evening
	s
sinamaa	movie
subaa (*-ii*)	morning
	š
šaam (*-ii*)	evening
šuruu hoonaa	to begin
	t
tamaašaa	entertainment
thaa	was
thee	were
thii	was
thĩĩ	were

UNIT 8

FAMILY

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 15A, beginning.

Aziz and Paul exchange news about their families. Aziz invites Paul for dinner.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Aziz:	
the parents	*uaaldain,*
How are your parents?	*aap-kee uaaldain kaisee hăĭ.*
Paul:	
the mother	*măă.*
now	*ab.*
to seem	*dikhnaa,*
My mother hasn't been very well, but she seems better.	*meerii măă kučh biimaar thĭĭ. leekin ab aččhii dikhtii hăĭ.*
I hope	*mujh-koo ummiid hai,*
the parents	*măă-baap,*
I hope that your parents are all right, (too).	*mujh-koo ummiid hai kee aap-kee măă-baap bhii aččhee hăĭ.*
Aziz:	
They're well.	*uoo aččhee hăĭ.*

new	*naiaa.*
We're living in a new house now.	*ham abhii naee ghar-mẽẽ rahᵉtee hãĩ.*
I'll be glad to show it to you.	*mãĩ xušii-xušii aap-koo dikhaaũũ-gaa.*
the child	*baččaa,*
Perhaps you and your children'll come to dinner tomorrow night.	*šaaed aap, kal raat-koo, baččõõ-kee[1] saath, khaanee-kee liiee aaẽẽ.*
Paul:	
the day	*din,*
married	*šaadii-šudaa,*
I haven't any children, because I've only been married a short time.	*meeree baččee nahĩĩ kiõõ-kee mãĩ, sirf thooʀee din-see šaadii-šudaa hũũ.*
But my wife and I'd be glad to come.	*leekin meerii biiuii, aur mãĩ, xušii-see aaũũ-gaa.*
any	*kooii,*
Have you got any children?	*kiaa aap-kee kooii baččee hãĩ?*
Aziz:	
the daughter	*beeᴛii,*
I have two daughters.	*meerii doo beeᴛiiãã hãĩ.*
Paul:	
the age	*umar,*
How old are they?	*un-kii umar kiaa hai.*
Aziz:	
fifteen	*pandraa,*
the year	*baras,*
One is (lit.: of) seven and the other's fifteen.	*eek saat baras-kii hai, aur duusrii pandraa baras-kii.*

---

[1] The record has *baččee-kee* by mistake.

Record 15B, beginning.

Paul:	
Does anyone else live with you?	*kiaa kooii aur aap-kee saath rahᵉtaa hai?*
Aziz:	
the husband	(1) *xaauind* (2) *xããuind*[1]
Yes, my sister and her husband.	*jii hãã. meerii bahen, aur us-kaa xããuind.*
poor	*gariib,*
the man	*aadmii.*
the factory	*kaarxaanaa,*
He's a very poor man and works in a factory.	*uoo bahot gariib aadmii hãĩ, aur kaarxaanee-mẽẽ kaam kartee hãĩ.*
Their daughter lives at our house, too.	*un-kii laʀkii bhii hamaaree ghar-mẽẽ rahᵉtii hai.*
to get married	*šaadii karnaa,*
She'll probably get married soon.	*šaaed, uoo jaldii šaadii karee.*
Paul has dinner at Aziz's house.	
Aziz:	
Please come in, sir?	*ghar-kee andar aaiiee janaab,*
Isn't your wife coming?	*kiaa aap-kii biiuii nahĩĩ aatii?*
Paul:	
the servant	*naukar.*
She can't come, because she hasn't any servants and (therefore) has too much work to do.	*uoo nahĩĩ aa saᴋtii. kiõõ-kee us-kee paas kooii naukar nahĩĩ, aur is liiee us-koo bahot kaam hai.*
Aziz:	
the sorrow	*afsoos,*
Oh, that's too bad (lit. I'm sorry)!	*mujh-koo afsoos hai.*

[1] Both forms are used.

the woman	*aurat.*
strenuous	*saxt.*
Women's work is very hard.	*aurtõõ-kaa kaam bahot saxt hai.*
to cook	*pakaanaa,*
the clothes	*kapRee,*
and so forth	*uaǥairaa.*
They take care of the house all day, cook the meals, wash the clothes, and all that.	*sab din, uoo ghar-kaa kaam kartii hãĩ, khaanaa pakaatii hãĩ, kapRee dhootii hãĩ, uaǥairaa uaǥairaa.*
but (lit. again)	*phir,*
But let's go [now].	*phir čalẽẽ.*
ready	*taiiaar.*
Dinner's ready.	*khaanaa taiiaar hai.*
Paul:	
hungry	*bhuukaa.*
Good, I'm very hungry.	*aččhaa mãĩ bahot bhuukaa hũũ.*
Aziz:	
Will you have some milk?	*kiaa aap kučh duudh piiẽẽ-gee?*
Paul:	
thirsty	*piaasaa.*
[No] thanks, (but) I'm not thirsty.	*meherbaanii. leekin mãĩ piaasaa nahiĩ.*
Record 16A, beginning.	
Aziz:	
the salt	*namak.*
please take	*liijiiee.*
Have some more salt!	*kučh aur namak liijiiee.*

without salt	*namak-kee bağair,*
Without salt food doesn't taste very good.	*namak-kee bağair, khaanaa mazeedaar nahĩĩ.*
Paul:	
the father	*uaalid,*
Isn't your father going to eat?	*kiaa aap-kee uaalid, khaanaa nahĩĩ khaatee?*
Aziz:	
the room	*kamraa.*
asleep	*soo rahaa.*
No, he's sleeping in [his] room.	*meeree uaalid, kamree-mẽẽ soo rahee hãĩ.*
young	*jauaan.*
to rest	*aaraam karnaa,*
He isn't a young man any more and he needs to rest.	*uoo ab jauaan aadmii nahĩĩ. aur un-koo aaraam karnaa čaahiiee.*

Go through the following in the same way as the *Basic Sentences*, repeating each item after your Guide or the phonograph record.

Record 16A, after 1st spiral.

Days of the week and additional numbers.

Sunday	*ituaar,*
Monday	*soomuaar,*
Tuesday	*mangal.*
Wednesday	*budh.*
Thursday	*jumraat.*
Friday	*jumaa.*
Saturday	*saniičar.*
thirteen	*teeraa,*
fourteen	*čaudaa,*
fifteen	*pandraa.*
sixteen	*soolaa.*
seventeen	*sattraa.*
eighteen	*aThaaraa.*
nineteen	*unaiis.*
twenty	*biis.*

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

1. Keep your vowels even. The vowels in such English words as "gay" or "slow" are quite similar to the

Hindustani *ee* and *oo* (as in *thee* 'were', or *doo* 'two'), except for the English "y" and "w" glide towards the end. The Hindustani sounds are completely EVEN; they wind up with the same quality with which they start out, no matter how long they are held.

Record 16A, after 2nd spiral.

Practice 1

iee	'this, he, she, it; these, they'
thee	'were'
meerii	'my'
eek	'one'
(*ghar-*)*mẽẽ*	'in (the house)'
uoo	'that, he, she, it; those, they'
doo	'two'
thooRaa	'little'
goošt	'meat'
kiõõ	'why'

The Hindustani sound written *uu* (as in *duudh* 'milk') is closer to the English "oo" in "pool" than to the one in "tool", that is, you must pronounce it with your lips well ROUNDED. Also, try to keep your tongue farther back in the mouth than you would do for the English "oo" sounds.

Record 16A, after 3rd spiral.

Practice 2

duudh	'milk'
mašhuur	'famous'
xuubsuurat	'beautiful'
hũũ	'am'

The "clear l". Some American speakers have two different "l" sounds in the words "hilly" ("thick l") and "million" ("clear l"). In "*hilly*" the tongue is hollowed out like the bowl of a spoon, and the tip of the tongue is raised, but for the clear "l" the tongue is arched like the back of a spoon, and the tip is down behind the lower teeth. Try to say the sounds "illi" both with a clear and a thick "l". In Hindustani all the "l"s are clear ones.

Record 16A, after 4th spiral.

Practice 3

kal	'yesterday, tomorrow'
xiaal	'thought'
milnaa	'to meet'
lifT	'elevator'

2. *k*, *g*, *kh*, *gh*, *x*, *ḳ*, *g̣*. There is nothing particularly difficult about the *k*, *g*, *kh*, *gh*. These sounds are much like English "k"s and ('hard') "g"s, except that you must be careful, as usual, to avoid the breath where no *h* is written, and to pronounce the sound with strong breath where it is written. Go back to the examples at the end of Practices 1 and 3 in the *Hints on Pronunciation* in Unit 4.

For the *x*, you may go back to Practice 3 in Unit 2. Remember that this sound is pronounced very far back in the mouth, and has strong and continued noise to it. This distinguishes it from *h*.

In the words for 'near', 'sort', 'time' some speakers use a normal *k*: *ḳariib*, *ḳisim*, *uaḳt*. Many speakers, however, have a different sound, *ḳ*, which is pronounced much further back in the mouth. If you can pronounce the *x* properly, you should have no trouble in saying a *ḳ*. All you have to do is to raise the back of your tongue still further so as to produce not only friction noise (as in *x*), but almost complete closure. This will give you much less noise, and the effect of a very back *k*. If you do not succeed in distinguishing '*ḳ*' from '*x*', you had better ignore the dot underneath and say an ordinary '*k*'.

Record 16A, after 5th spiral.

Practice 4

ḳariib 'near'
ḳisim 'sort'
uaḳt 'time'

You are of course familiar with the difference in sound between the "ss" in "fussy" and the "zz" in "buzzing". Both sounds are in many respects the same, but the "ss" has more hissing noise and no voice to it, while the "zz" is pronounced with humming voice. The same difference exists between, for instance, the "f" in "fan" (voiceless) and the "v" in "van" (hummed or voiced), or between the 'ti' in 'solution' (voiceless) and the 'si' in 'confusion' (voiced).

With this in mind, you will agree that the *x* in *paaxaanaa* 'toilet' or *xaraab* 'bad' is voiceless (much like English "ss" or "sh" or "f", only much farther back in the mouth than any of them). The corresponding "voiced" sound is here written *g̣*. It is pronounced in the words for 'poor', 'without', and 'etcetera'. Some people produce this sound while gargling. Also, it is not very far removed from the kind of "back r" which some foreigners (especially Frenchmen or Germans) use for "r". If you cannot get this sound properly, you may ignore the dot underneath and substitute an ordinary '*g*', as is done by some speakers of Hindustani.

Record 16A, after 6th spiral.

Practice 5

g̣ariib 'poor'
meeree bag̣air 'without me'
uag̣airaa 'etcetera'

[Record 16A, after 7th spiral][1]

Distinguish the following words (ignoring the dots in case your Guide says *k* and *g* for *ḳ* and *g̣*):

Record 16B, beginning.

Practice 6

kučh 'some, any'
kiaa 'what'
dikhaanaa 'to show'
deek(h)taa hũũ 'I see'
xuš 'happy'
xiaal 'thought'
paaxaanaa 'toilet'
saxt 'strenuous'
kis ḳisim-kee phal 'what kind of fruits'
uaḳt 'time'
karee 'he may do'
garmii 'heat'
ghar 'house'
ḳariib 'near'
xaraab 'bad'
g̣ariib 'poor'

---

[1] When using the records, disregard Record 16A after the 7th spiral, and start with Record 16B.

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. OBLIQUE PLURAL OF NOUNS.

baččõõ-kee saath	'with the children'
aurtõõ-kaa kaam	'women's work'

ALL PLURAL NOUNS have an ending before particles: *-õõ-* (OBLIQUE PLURAL). Those masculine nouns which change their ending from *-aa* to *-ee* (plural and oblique singular) replace *-aa* by *-õõ-*, while all the other nouns (both masculine and feminine) simply add *-õõ-* when a particle follows, thus:

meeraa bhaaii 'my brother'	*meeraa kamraa* 'my room'
meeree bhaaii-see 'from my brother'	*meeree kamree-mẽẽ* 'in my room'
meeree bhaaii 'my brothers'	*meeree kamree* 'my rooms'
meeree bhaaiiõõ-see 'from my brothers'	*meeree kamrõõ-mẽẽ* 'in my rooms'
duusrii baat 'another matter'	*taazii narangii* 'a fresh orange'
duusrii baat-koo 'to another matter'	*taazii narangii-mẽẽ* 'in a fresh orange'
duusrii baatẽẽ 'other matters'	*taazii narangiiãã* 'fresh oranges'
duusrii baatõõ-see 'from other matters'	*taazii narangiiõõ-par* 'on fresh oranges'

Note that:

1. ADJECTIVES have NO special form to agree with oblique plural nouns in *-õõ*. (*meeree* gharõõ-*mẽẽ* 'in my houses'; *un-k*ii *dukaan*õõ*-see* 'from their stores').
2. As in the case of *ẽẽ* (*saʀak* 'street' vs. *saʀkẽẽ* 'streets': Comment A in the preceding *Word Study*), the sequence . . . VCVC*õõ* is often avoided by dropping the second short vowel: . . . VCC*õõ*. Thus the feminine nouns:

saʀak 'street'	*saʀkẽẽ* 'streets'	*saʀkõõ-see* 'from the streets'
aurat 'woman'	*aur*(*a*)*tẽẽ* 'woman'	*aur*(*a*)*tõõ-kaa* 'of women'
bahen 'sister'	*bahᵉnẽẽ* 'sisters'	*bahᵉnõõ-koo* 'to the sisters'

and the masculine nouns:

šaher 'city, cities'	*šahᵉrõõ-see* 'from the cities'
saaheb 'gentleman, gentlemen'	*saahᵉbõõ-koo* 'to gentlemen'

3. *loog* 'people' (meaning: 'persons') is a plural masculine noun: *aččhee loogõõ-koo* 'to good people'. *loog* is also frequently used after any noun or pronoun denoting living creatures: *kisaan-loog* 'farmers', *ustaad-loog* 'teachers', *beeᴛee-loog* 'sons'. It characterizes these expressions as plurals. This is especially true of *ham-loog* 'we', since some people use the simple *ham* in the meaning 'I'.

The oblique form of *-loog-* expressions have the ending *-õõ* only once, at the end: ***kisaan-loogõõ-see**, **beeᴛee loogõõ-par**, **ham-loogõõ-kee paas***. That is, ***kisaan**, **beeᴛee***, and ***ham*** are treated as though they were adjectives qualifying ***loog***. Compare ***aččhee loogõõ-see*** 'with good people' with ***beeᴛee-loogõõ-see*** 'with the sons'.

B. WORDS IN *-AIAA*, *-AEE*, *-AII*.

naee ghar-mẽẽ	'in a new house'

naiaa 'new' is treated just like ***rupaiaa*** 'rupee' and, in fact, all other "changing" nouns and adjectives in . . . ***aiaa***. Its *-ee-* form is ***naee*** (without the *-i-*): ***naee ghar*** 'new houses'; ***naee gharõõ-mẽẽ*** 'in new houses'.

Similarly, its *-ii-* form (feminine) is ***naii***: ***naii čiiz*** 'new thing'; ***dukanẽẽ naii hãĩ*** 'the shops are new'; ***naii saʀkõõ-par*** 'on the new streets'.

C. SUBJUNCTIVE AND COMMAND FORM OF *LEENAA* AND *DEENAA*.

1. ***kučh aur namak liijiiee***	'please take some more salt'
2. ***ham aap-koo doo rupaee dẽẽ-gee***	'We'll give you two rupees'

1. The *-iiee* form (polite command) of ***leenaa*** 'to take' is ***liijiiee*** 'please take'. This rhymes with ***diijiiee*** 'please give', as do all forms of these two verbs.
2. In the subjunctive (cautious statement or question) and in the future in *-gaa* (*-gee*, *-gii*), the stems of ***lee-*** 'to take' and ***dee-*** 'to give' are replaced by ***l-*** and ***d-***.

kiaa mãĩ lũũ	'shall I take?'
mujh-koo dee	'he may give it to me'
aap paisaa dẽẽ-gee	'you will give money, you will pay.'

D. MORE ABOUT "THIS, THAT, HIS, HER, ITS, THEIR."

The following tables supplement *Comment D* in the preceding Unit. Again, make sure to have absolutely complete command of this set of forms.

us šaher-see 'from that city'	***is šaher-see*** 'from this city'
us-kee šaher-see 'from his, her city'	***is-kee šaher-see*** 'from his, her city'
un-kee šaher-see 'from their city'	***in-kee šaher-see*** 'from their city'
un šahᵉrõõ-see 'from those cities'	***in šahᵉrõõ-see*** 'from these cities'
us-kee šahᵉrõõ-see 'from his, her cities'	***is-kee šahᵉrõõ-see*** 'from his, her cities'
un-kee šahᵉrõõ-see 'from their cities'	***in-kee šahᵉrõõ-see*** 'from their cities'

us juutee-mẽẽ 'in that shoe'	*is juutee-mẽẽ* 'in this shoe'
us-kee juutee-mẽẽ 'in his, her shoe'	*is-kee juutee-mẽẽ* 'in his, her shoe'
un-kee juutee-mẽẽ 'in their shoe'	*in-kee juutee-mẽẽ* 'in their shoe'
un juutõõ-koo 'to those shoes'	*in juutõõ-koo* 'to these shoes'
us-kee juutõõ-koo 'to his, her shoes'	*is-kee juutõõ-koo* 'to his, her shoes'
un-kee juutõõ-koo 'to their shoes'	*in-kee juutõõ-koo* 'to their shoes'
us putlii-koo 'to that puppet'	*is putlii-koo* 'to this puppet'
us-kii putlii-koo 'to his, her puppet'	*is-kii putlii-koo* 'to his, her puppet'
un-kii putlii-koo 'to their puppet'	*in-kii putlii-koo* 'to their puppet'
un putliiõõ-koo 'to those puppets'	*in putliiõõ-koo* 'to these puppets'
us-kii putliiõõ-koo 'to his, her puppets'	*is-kii putliiõõ-koo* 'to his, her puppets'
un-kii putliiõõ-koo 'to their puppets'	*in-kii putliiõõ-koo* 'to their puppets'

E. *IS LIIEE, KIS LIIEE*

is liiee 'therefore'

Note the distinction between *is-kee liiee* 'for this (for him, her, it) and *is liiee* 'therefore'. This, of course, is much like *is ghar-mẽẽ* 'in this house' versus *is-kee ghar-mẽẽ* 'in his, her, its house'. (*is liiee* literally '(for) THIS sake' vs. *is-kee liiee* '(for) the sake OF him, for his sake').

Similarly: *kis liiee* 'what for?' vs. *kis-kee liiee* 'for whom?'

F. TWO CONFLICTING SUBJECTS.

meerii biiuii aur mãĩ *xušii-see aaũũ-gaa* 'my wife and I will gladly come'.

In this sentence there is one verb-expression ("will come") but two different SUBJECTS (= the noun expression which makes the verb either singular or plural, and either masculine or feminine). *meerii biiuii* would require *aaee-gii*, while *mãĩ* (a male speaking) requires *aaũũ-gaa*. In such cases of conflict, the verb in the usage of many speakers usually agrees with the subject which happens to stand closer to it in the sentence, in this case *mãĩ*.

G. "I HAVE, I'VE GOT".

1. *raam laal-koo thooRaa kaam hai* 'Mr. Ram Lal has some work (to do)'
   mujh-koo uaḳt nahĩĩ 'I have no time'

2. *aap-kee paas kiaa hai* 'What have you got?'
un-kee paas hooTal hai 'They have a hotel'
hamaaree paas phal hãĩ 'We have fruit[s]'

3. *kiaa aap-kee kooii baal-baččee hãĩ?* 'Do you have any children?'
meerii doo beeTiiãã hãĩ 'I have two daughters'

There is no direct Hindustani equivalent for "I have; I've got". Here are three common expressions which Hindustani speakers use where we would say "to have".

(1) *mujh*-koo *uaḳt hai* 'TO ME time is, I have time'. This type is used for "having" time, trouble, hope and other "abstract" entities.

(2) *meer*ee paas *ghar hai* 'AT ME houses are, I have houses'. This type is used chiefly to denote ownership of concrete objects such as money, houses, clothes, etc.

(3) *meer*ii *doo laRk*iiãã *hai* 'MINE are two daughters, I have two daughters'. This type is used for a variety of situations. Our examples so far refer to the "having" of relatives, friends, etc.

Note that in all three cases the verb agrees, of course, with the thing or person "possessed" rather than the possessor.

2. Covering English and Hindustani of Word Study

(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Hindustani, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences.*

2. Covering the English of Basic Sentences

(Individual Study)

Go through the Basic Sentences covering up the English and reading aloud the Hindustani. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Here are some more sentences with blanks for you to fill in:

1. It takes only fifteen minutes
sirf pandraa minaT ------ hãĩ.

2. I charge only fifteen rupees
sirf pandraa rupaee ------ hũũ.

3. He brings fresh eggs every day
uoo rooz-rooz taazee anDee ------ hai

4. The food seems good
khaanaa aččhaa ------ hai.

5. She'll show you the restaurant
uoo aap-koo khaanee-kii dukaan ------.

6. I cannot see the house from here
mãĩ iahãã-see ghar ------ ------ saktaa.

7. What are you doing?
aap kiaa ------ hãĩ.

8. What do you say?
aap kiaa ------ hãĩ.

9. What are you eating?
aap kiaa ------ hãĩ.

10. The house is near the market
ghar bazaar-kee ------ hai.

11. My brother is a very poor man
meeraa bhaaii bahot aadmii ------ hai.

12. My brother is a very bad man
meeraa bhaaii bahot ------ aadmii hai.

Read aloud the following and pick out the expressions you think most suitable.

13. Your friend invites you and your wife to dinner:
a. *šaaed aap biiuii-kee saath khaanee-kee liiee aaẽẽ?*
b. *meerii biiuii aur mãĩ xušii-see aaũũ-gaa.*
c. *aap kal raat-koo baččõõ-kee saath aaẽẽ.*

14. You say your wife cannot come because her father is not well.
a. *uoo nahĩĩ aa saktii kiõõ-kee us-kee baap ačchee nahĩĩ.*
b. *uoo nahĩĩ aa saktii kiõõ-kee us-kee mãã-baap bhii ačchee hãĩ.*
c. *uoo nahĩĩ aa saktii kiõõ-kee us-kee baap ǥariib aadmii hãĩ.*

15. He needs to rest:
a. *uoo soonee-kee kamree-mẽẽ hãĩ.*
b. *un-koo aaraam karnaa čaahiiee.*
c. *un-koo ghar-mẽẽ rahᵉnaa čaahiiee.*

16. Therefore she has too much work:
a. *uoo ghar-kaa kaam kartii hai.*
b. *is liiee us-koo bahot kaam hai.*
c. *us-kaa kaam bahot saxt hai.*

17. Her sister will soon get married:
a. *šaaed us-kii laRkii jaldii šaadii karee.*
b. *us-kii bahen jaldii šaadii karee-gii.*
c. *us-kee xaauind jaldii šaadii karẽẽ.*

18. Won't you come without her?
a. *kiaa aap-kii biiuii nahĩĩ aatii.*
b. *us-kaa kaam bahot saxt hai.*
c. *kiaa us-kee baǥair aap nahĩĩ aaẽẽ-gee?*

Read the following questions aloud and be ready to speak out the answer to each one. Make your answers brief and to the point.

19. *aap-kee uaaldain kaisee hãĩ.*

20. *kiaa aap-kee baal-baččee hãĩ?*

21. *aap iahãã kab-see rahᵉtee hãĩ.*

22. *aap-kii umar kiaa hai.*

23. *kiaa kooii aur aap-kee saath rahᵉtaa hai?*

24. *aap-kee baap kaam kahãã kartee hãĩ.*

25. *kiaa aap khaanaa namak-kee bagair pasand kartee hãĩ?*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Hindustani for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

Record 16B, after 1st spiral.

1. Jim comes to Mr. Das' store.

Jim: *mãĩ kučh naee kapRee xariidnaa čaahᵉtaa hãĩ.*
kiaa aap-kee paas kapRee hãĩ?

Das: *jii hãã. meeree paas sab kism-kee kapRee hãĩ.*
kis-kee liiee. kiaa aap-kee liiee?

Jim: *jii nahĩĩ. doo beeTõõ-kee liiee.*

Das: *un-kii umar kiaa hai.*

Jim: *eek teeraa baras-kaa hai, aur duusraa čaudaa baras-kaa.*

Das: *too iee kapRee deekhiiee.*
too uoo bahot aččhee hãĩ, aur mãhᵉgee nahĩĩ.

Jim: *uoo aččhee dikhtee hãĩ.*
un-kaa daam kiaa hai.

Das: *aap-kee liiee, sirf aᴛhaaraa rupaee.*

Jim: *uoo bahot hai.*
mãĩ sirf giaaraa rupaee dee saktaa hũũ.

Das: *giaaraa rupaee kaafii nahĩĩ. janaab.*
meeree bahot baal-baččee hãĩ,
meeree doo beeᴛee, aur čaar beeᴛiiãã hãĩ,
aur meerii biiuii-kee uaaldain bhii iahãã rahᵊtee hãĩ.
us-kee baap biimaar aadmii hãĩ,
uoo kaam nahĩĩ kar saktee, aur un-koo aaraam karnaa čaahiiee.
too uoo sab din sootee hãĩ.
mujh-koo un sab loogõõ-kee liiee khaanaa xariidnaa čaahiiee.
aur khaanaa paisee-kee baģair kaisee xariidũũ,
is-liiee, aᴛhaaraa rupaee, meeree xiaal-mẽẽ bahot nahĩĩ.

Jim: *mãĩ bhii ģariib aadmii hũũ.*
meeraa baal-baččee hameešaa bhuukee hãĩ,
mãĩ kaarxaanee-mẽẽ kaam kartaa hũũ, aur meeraa kaam bahot saxt hai.
mãĩ aap-koo baaraa rupaeee dũũ-gaa.
leekin ziaadaa paisaa nahĩĩ dee saktaa.

Das: *aččhaa janaab. baaraa rupaee kaafii hãĩ.*

Record 16B, after 2nd spiral.

2. Jim talks about his new servant.

meeraa naiaa naukar husain-kaa[1] *čhooᴛaa bhaaii*
ghar-mẽẽ sab ķisim-kaa kaam karee-gaa.
abhii too sirf kamrõõ-kaa kaam kartaa hai.
leekin maaluum hootaa hai, kee pakaanaa bhii aččhaa jaantaa hai.
us-kii umar, aᴛhaaraa baras-kii hai.
šaadii-šudaa nahĩĩ, leekin šaaed jaldii šaadii karee.

---

[1] The record has *husain,-kaa* by mistake.

SECTION E—CONVERSATION

1. Covering the Hindustani in Basic Sentences

(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Hindustani expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Paul and Das meet in the street. Paul inquires after the health of Das' family. Das tells him that his sister is going to get married next week. Paul asks which sister, does he know her, how old is she, and inquires where the wedding will be, at what time, etc. Unfortunately, he will not be able to come, because of too much work.
2. Your friend Das is coming for dinner. Show him your new house; bedrooms, dining room, living room. Inquire after his family. After dinner ask him if he wants to go to the movies with you.
3. You are looking for a cook and interview several applicants. Ask them about their families, where they're living, etc. Settle on a salary and send the applicant out to buy some new clothes.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

	a
aadmii	man
aaraam	the rest
aaraam karnaa	to rest
ab	now
afsoos	sorrow
mujh-koo afsoos hai	that's too bad!
aThaaraa	eighteen
aurat (-*ii*)	woman
	b
baččaa	child
(-*ee*) *bagair*	without . . .
baras	year
beeTii (-*ii*)	daughter
biis	twenty
bhuukaa	hungry
biis	twenty
budh	Wednesday
	č
čaudaa	fourteen
	d
dikhnaa	to seem, to appear, to be visible
din	day

ɣ	
ɣariib	poor
i	
ituaar	Sunday
j	
jauaan	young
jumaa	Friday
jumraat (*-ii*)	Thursday
k	
kaarxaanaa	factory
kamraa	room
kapRee	clothes
kooii	any, anyone
l	
liijiiee	please take
m	
mãã (*-ii*)	mother
mãã-baap	parents
mangal	Tuesday
n	
naiaa	new
namak	salt
naukar	servant
p	
pakaanaa	to cook (something)
pandraa	fifteen
phir	but
piaasaa	thirsty

s	
saniičar	Saturday
sattraa	seventeen
saxt	strenuous, hard
soolaa	sixteen
soomuaar	Monday
soonaa	to sleep
š	
šaadii (*-ii*)	wedding
šaadii karnaa	to get married
šaadii-šudaa	married
t	
taiiaar	ready
teeraa	thirteen
u	
uaalid	father
uaaldain	parents
uaɣairaa	and so forth
ummiid (*-ii*)	hope
umar (*-ii*)	age
unaiis	nineteen
x	
xaauind or *xããuind*	husband
xušii-xušii	gladly

UNIT 9

THE WEATHER

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 17A, beginning.

Mr. Das discusses the weather with his servant, Husein.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Das:	
Husein!	*ai husain,*
Husein, see what the weather's like!	*ai husain, deekhoo. din kaisaa hai.*
power	*zoor.*
wind	*hauaa.*
Is there a very strong wind?	*kiaa bahot zoor-kii hauaa hai?*
Husein:	
rain	*baariš.*
is being	*hoo rahii hai.*
No, but it's raining.	*jii nahĩĩ. leekin baariš hoo rahii hai.*
(your) own umbrella	*apnii čhatrii,*
outside	*baahar.*
You can't go out without your umbrella.	*apnii čhatrii-kee baġair, aap baahar jaa nahĩĩ saktee.*

raincoat	*barsaatii.*
For rain a raincoat's better than an umbrella.	*baariš-kee liiee, čhatrii-see, barsaatii aččhii hai.*
[Das]:[1]	
Bring me my raincoat then!	*too meerii barsaatii laaoo.*
on account of the cold	*ThanDii-kii uajaa-see,*
warm	*garam.*
Because it's cold I have to buy some warm clothes.	*ThanDii-kii uajaa-see, mujh-koo, kučh garam kapRee xariidnaa čaahiiee.*
Where can I get some warm clothes?	*mujh-koo, garam kapRee, kahãã mil saktee hãĩ?*
Husein:	
difficult	*muškil.*
That's a very difficult matter, sir.	*uoo bahot muškil baat hai janaab;*
There isn't any clothing store in the neighborhood.	*iahãã-kee ḳariib, kooii kapRõõ-kii dukaan nahĩĩ.*
You have to go in your car.	*aap-koo apnii mooTar-see jaanaa čaahiiee.*
Das:	
till ending	(1) *xatam hoonee-tak.* (2) *xatam hoonee-tak,*
Then I'll wait until the rain is over.	*too mãĩ baariš xatam hoonee-tak Thairũũ-gaa.*
dirty *or* muddy	*mailaa.*
On account of the rain the roads are very muddy.	*baariš-kii uajaa-see, saRkẽẽ bahot mailii hãĩ.*
[the danger][1]	[*xatraa*][1]
And so it's dangerous to go by car.	*aur is liiee, mooTar-see jaanee-mẽẽ, bahot xatraa hai.*

---

[1] Not on record.

Record 17B, beginning.

[Das:][1]	
But tell me!	*phir mujh-koo bataaoo,*
the weather	*mausam,*
such	*aisaa,*
Is the weather here always like this?	*kiaa iahãã-kaa mausam, hameešaa aisaa hai?*
[Husein:][1]	
the same	*eek taraa.*
[No] it never stays the same.	*hameešaa eek taraa nahĩĩ.*
sometimes	*kabhii kabhii,*
like today	*aaj-kii taraa,*
Sometimes there's a lot of rain, like today.	*kabhii kabhii, aaj-kii taraa, bahot baariš hootii hai.*
entirely	*bilkul.*
cloud	*baadal,*
But in summer there aren't any clouds at all.	*leekin garmii-mẽẽ bilkul baadal nahĩĩ.*
the sunshine	*dhuup,*
the moon	*čããd,*
the sun	*suuraj,*
clear	*saaf.*
There's a lot of sunshine in the daytime.	*din-mẽẽ bahot dhuup hai.*
And at night the moon's as bright as the sun.	*aur raat-koo čããd, suuraj-kii taraa saaf hai.*
the sky	*aasmaan,*
the star	*sitaaraa,*
(they) are visible	*dikhtee hãĩ.*
And [at times] there are thousands of stars in the sky.	*aur aasmaan-mẽẽ bahot sitaaree dikhtee hãĩ.*

---

[1] Not on record.

I like summer best of all.	*mãĩ garmii-kaa mausam, sab-see ziaadaa pasand kartaa hũũ.*
Das:	
the snow falls	*baraf giriii hai,*
Does it ever snow?	*kiaa kabhii baraf giriii hai?*
Husein:	
Not around here.	*is taraf nahĩĩ.*
the fog	*kohᵉraa.*
the cold	*zukaam.*
the fever	*buxaar.*
In the winter we only get fog, and many people get a cold and fever from it.	*ThanDii-mẽẽ sirf kohᵉraa hai, aur bahot loogõõ-koo, us-see zukaam aur buxaaar hootaa hai.*
So I like to stay in my house in the winter.	1) *is liiee, ThanDii-mẽẽ, mãĩ apnee ghar-mẽẽ rahᵉnaa pasand kartaa hũũ.* 2) *is liiee, mãĩ ThanDii-mẽẽ, apnee ghar-mẽẽ rahᵉnaa pasand kartaa hũũ.*
The fog doesn't bother you inside the house.	*ghar-kee andar, kohᵉree-kaa kuch xatraa nahĩĩ.*
Record 18A, beginning.	
Das:	
the least	*sab-see kam,*
I hate fog.	*kohᵉraa, sab-see kam pasand kartaa hũũ.*
to travel	*safar karnaa,*
It makes traveling very difficult.	*us-kii uajaa-see, safar karnaa bahot muškil hai.*
the climate	*aab-o-hauaa,*
I don't like the climate here.	*mujh-koo iahãã-kii aab-o-hauaa pasand nahĩĩ.*

Is it still raining?	***kiaa abhii-tak baariš hoo rahii hai?***
Husein:	
Yes, sir.	***jii hãã janaab.***
It's still raining.	***paanii abhii-tak gir rahaa hai.***
Das:	
That's a shame.	***afsoos-kii baat.***
I don't think I'll get any new clothes today.	***meeraa xiaal hai kee aaj mujh-koo, naee kapʀee nahĩĩ milẽẽgee.***

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

1. The *h* in the Hindustani word for "fog" has a whispered *. When you pronounce the word, you keep your lips rounded (in the position they have for the first *o*) while you breathe out the *h*.

Record 18A, after 1st spiral.

Practice 1

koh^{o}*raa*	'fog'
**doh*^{o}*raa*	'double'

Observe your pronunciation of the "n" in "si*nn*er", "si*ng*er", "fi*ng*er", "ti*nk*er". In "sinner" you make an "n" with the tip of your tongue. In "singer" you make a similar sound with the back of your tongue. "finger" is different again; here you have the same sound as in "singer" followed by a "hard g". And in "tinker" you have the same sound followed by a "k".

In Hindustani, "ng" is the combined sound of "finger", not the simple sound of "singer".

Record 18A, after 2nd spiral.

Practice 2

mangal	'Tuesday'
**jangal*	'woods, jungle'
narangii	'orange'

Notice, on the other hand, that in such phrases as *bahen-kaa* 'of my sister', *in-koo* 'to them', *un-kaa* 'of them', the "n" is pronounced with the tip of the tongue as in "sin" or "sinner" rather than with the "n" in "tinker" or "ink".

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*Words marked with asterisk are at this point for pronunciation practice only.

*Words marked with asterisk are at this point for pronunciation practice only.

Record 18A, after 3rd spiral.

Practice 3

bahen-koo	"of my sister"
ín-koo	"to them"

2. Word stress. Loudness of syllables is something very important in English: "the transport" (with loud first syllable) is different from "to transport" (with loud second syllable). As we have said already, Hindustani keeps its syllables to a much more even scale of loudness. English speakers must avoid bearing down on one syllable and neglecting the others. In Hindustani, long syllables, that is, those containing long vowels will impress you as being slightly louder than short vowel syllables. Short vowels before consonant plus vowel may sound to you especially weak. In the word *aspataal*, for example, the first syllable appears to be louder than the second, but not so loud as the third. In some speakers' pronunciation the first vowel of words like *sipaahii* all but vanishes. While you may imitate these effects cautiously, the important thing is, of course, to keep the short and long vowels properly apart.

3. Breath groups, emphasis and pitch. As you go on you must pay more and more attention to the way in which continuous speech is phrased into smaller groups, and to the different inflections of voice which characterize different kinds of groups. The little pauses which cut a stretch of continuous speech into groups are marked by the punctuation marks, period, comma, and question mark. Where there is no such mark, the flow of speech is not interrupted. Do not allow yourselves to be deceived by the gaps between words—they do NOT indicate pauses in actual talk. English is in no way different. Although we WRITE the sentence "We don't want to see him" with gaps between the words, it would be quite wrong to PRONOUNCE the gaps by stopping after every word. A string of words marked by real little pauses (punctuation marks) we may call BREATH GROUP.

Breath groups are characterized by certain inflections of the voice, or pitch. The voice may, for instance, drop off gently at the end. This happens in simple STATEMENTS, and also in questions containing such SPECIFIC QUESTION words as *kaun* (*kis*) 'who, which', *kiaa* 'what, which', *kaisaa* (*-ee, -ii*) 'how', *kab* 'when', *kahā̃ā̃* 'where', *kiõõ* 'why'. All this, again, is very similar to English. (Note, however, that the specific question words (the *k*-words just listed) are emphasized in the sentence by an extra high pitch.) We shall indicate the dropping inflection by a PERIOD. Listen to the record or to your Guide:

Record 18A, after 4th spiral.

Practice 4

iee khaanee-kii dukaan hai. 'this is a restaurant.'
iee kiáa *hai*. 'what is this?'

aap amriikaa-see hãĩ. 'you are from America.'
  aap káhẫã-see *hãĩ*. 'where are you from?'
uoo bahot aččhii hai. 'she is very well.'
  uoo káisii *hai*. 'how is she?'
aap meeree saath jaaẽẽ-gee. 'you will go with me.'
  aap kís-*kee saath jaaẽẽ-gee*. 'with whom will you go?'

The type of question mentioned above we call "specific" because when using question words, "how", "who", "why", you expect something more detailed for an answer than just "yes" or "no". Simple YES-OR-NO QUESTIONS are different, much as in English. They are spoken with a sharply rising inflection. In writing Hindustani, we indicate rising voice (and only this) by a QUESTION MARK. Listen to your Guide (or the speaker on the record) when he contrasts statements or specific questions with yes-or-no questions.

Record 18A, after 5th spiral.

Practice 5

aap samjhee. 'you understood.'
  aap samjhee? 'did you understand?'
  kiaa aap samjhee? 'did you understand?'
aap meeree saath jaaẽẽ-gee 'you will go with me.'
aap meeree saath kahãã jaaẽẽ-gee. 'where will you go with me?'
  kiaa aap meeree saath jaaẽẽ-gee? 'will you go with me?'

In listing things (or in saying disconnected words, such as the new items preceding each of the *Basic Sentences* in this course), and in setting off the smaller parts of a sentence, the voice is slightly raised. We indicate this by writing a COMMA. The basic sentences are full of examples for this particular kind of pitch.

In the *Basic Sentences* and *Listening In* exercises, the pitches are marked in accordance with the phonograph Records (except where the speaker on the records has made a definite mistake). In matters of periods and question marks your Guides will usually agree with the records, but they may insert commas in places where the records have no pause at all, or vice versa. Imitate them carefully.

In a few instances the speaker on the record uses a fourth inflection indicating something like hesitation. It consists in keeping the voice even, and is marked by SEMICOLON.

Within one breath group there is usually one word which is emphasized by a higher pitch and a somewhat louder stress. In this matter, as in the other points discussed so far, Hindustani is so similar to English that you will hardly ever go wrong, especially if you follow your Guide closely. Remember, however, that specific *k*-question words are so emphasized; the same is also true in the usage of many speakers regarding *hũũ*, *hai* or *hãĩ* when used by themselves, meaning 'to be there, to be present' or in such phrases as *meeree paas hai* 'I have': in these cases the verb "to be" may get the emphasis. Ordinarily, however, *hai*, etc., receives no emphasis at all, as in *čaahᵉtaa hai*, *aatii hũũ*. On the whole, you had better KEEP YOUR VOICE EVEN and avoid excessive loudness as well as slurring.

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. **Word Study** (Individual Study)

A. THE LESS POLITE COMMAND FORM.

takliif mat-karoo 'don't take trouble, don't bother!'
aaoo 'come (on)!'
deekhoo 'see, look!'
bataaoo 'tell!'
barsaatii laaoo 'bring the raincoat'

In giving a person a command or order you use the stem of the verb with the ending *-oo*. This form is less polite than the one in *-iiee*. Other examples are:

čaloo 'move, go!'
piioo 'drink!'
dhoooo 'wash!' (some speakers will say *dhoouoo* instead).

B. *-TAK.*

baariš xatam hoonee-tak 'until the rain('s) ending'.
abhii-tak 'up to now, still'

-tak 'up to, as far as, till' is a particle:
   mujh-tak 'as far as I'
   nadii-kee kinaaree-tak 'up to the bank of the river.'

C. *-EE PAHᴱLEE, -EE ANDAR.*

šaher-koo jaanee-kee pahᵉlee 'before going to town, before one goes to town'
ghar-kee andar 'inside the house'

pahᵉlee 'before' and ***andar*** 'inside' are used as though they were masculine oblique nouns, just like ***liiee, paas***, etc. (See Comment F, Unit 5):

   hamaaree pahᵉlee 'before us'
   us-kee andar 'inside him, her, it'

D. *-II TARAF, -II TARAA.*

1. ***baaĩi taraf*** 'to the left'
   is taraf 'in this direction, hereabouts; this way'
2. ***eek taraa*** 'in one and the same way'
   aaj-kii taraa 'in to day's manner, like today'
   čããd suuraj-kii taraa saaf hai 'the moon is clear in the manner of the sun, like the sun, as the sun'.

The words . . . *taraf* 'in such and such a direction; this or that way', and . . . *taraa* 'in such and such a manner; like . . . ; as . . . ' are treated like oblique feminine nouns:

is taraf 'in this direction'	***is imaarat-par*** 'in this building'
meerii taraf 'in my direction'	***meerii dukaan-mẽẽ*** 'in my shop'
baRee šaher-kii taraf 'towards the big city'	***meeree beeTee-kii biiuii-koo*** 'to my brother's wife'
us taraa 'that way, like that, thus'	***us laRkii-koo*** 'to that girl'

hamaarii taraa 'our way, like us'
hindustaan-kii taraa 'like India'

hamaarii mooTar-see 'with our car'
hindustaan-kii fauj-see 'from India's army'

Notes:

1. *taraa* does not, of course, change its ending.
2. Distinguish: *is taraf* 'in this direction'
   is-kii taraf 'in his, her, its direction'
   is taraa 'in this manner, this way, like this, thus'
   is-kii taraa 'in his (her, its) manner, like him (her, it)'
3. Distinguish "that way", indicating a direction: *us taraf*, from "that way" indicating a manner or fashion: *us taraa*.

E. *APNAA*.

apnii *chatrii-kee bagair aap baahar jaa nahĩĩ* saktee "You can't go out without your umbrella"
aap-koo apnii *mooTar-see jaanaa čaahiee* "You should go in your car."
mãĩ apnee *ghar-mẽẽ rahᵉnaa pasand kartaa hũũ* "I like to stay in MY house"

You are familiar with the adjective expressions *meeraa* 'my'; *hamaaraa* 'our'; *aap-kaa* 'you'; *us-kaa, is-kaa* 'his, her, its'; *un-kaa, in-kaa* 'their'. In a broad sense, all these words describe a thing or person as belonging to another person or thing:

meerii mooTar 'my car'
Possessor: 'I'—possessed: 'car'
un-kee naam 'their names'
Possessor: 'they'—possessed: 'names'

These words are used ONLY when the possessor is NOT the same person or thing as the agent of the verbal action. If, however, possessor and actor are identical, the word for 'my, your, their, her, his, its, our' is *apnaa* (*-ee, -ii*). Contrast:

mãĩ apnee *ghar-mẽẽ rahᵉtaa hũũ* 'I live in MY house'
uoo-loog apnee *ghar-mẽẽ rahᵉtee hãĩ* 'THEY live in THEIR house'
uoo-loog meeree *ghar-mẽẽ rahᵉtee hãĩ* 'THEY live in MY house'
mãĩ un-kee *ghar-mẽẽ rahᵉtaa hũũ* 'I live in THEIR house'
meeree *liiee khaanaa pakaatii hai* 'SHE cooks food for ME'
apnee *liiee khaanaa pakaatii hai* 'SHE cooks food for HERSELF'

F. *HOO RAHII HAI, GIR RAHAA THAA*, ETC.

Contrast:

kiaa abhii-tak baariš hoo rahii *hai?* 'is rain still being? i.e. is it still raining (right now?)
paanii abhii-tak gir rahaa *hai* 'Water is still in the process of falling, it is still raining (right now)'
bahot baariš hootii *hai* 'It rains much (in general)'
kiaa baraf kabhii girtii *hai?* 'Does it ever snow?'

The verb stem plus *rahaa* (*-ee*, *-ii*) plus the verb 'to be' is used when one moment out of a continuous event is considered: "right now it is raining"; ***khaa rahii hãĩ*** 'they (women) are eating (at a given moment; but ***khaatii hãĩ*** 'they eat' [twice every day; no meat; etc.]).

Also note: ***baariš hoo rahii thii*** 'it WAS raining (just then); ***mujh-koo dikhaa rahee thee*** 'they WERE just showing me something (when that and that happened)'.

G. "BETTER, BEST; MORE, MOST".

čhatrii-see barsaatii kooT aččhaa hai 'a raincoat is better than an umbrella'

mãĩ garmii-kaa mausam sab-see ziaadaa pasand kartaa hũũ 'I like the summer best (of all ["better than all"] seasons).'

mãĩ kohᵉraa sab-see kam pasand kartaa hũũ 'I like fog least (of all)'

There is no simple equivalent of the English "er" in "greatER", or "more . . . " in "MORE beautiful". All you say in Hindustani is "the raincoat is 'GOOD FROM' (better than) an umbrella." The words ***ziaadaa*** 'much, more' and ***kam*** 'little, less' are often found in comparison phrases containing *-see* 'than'. ***sab-see aččhaa*** 'good from all (better than all)' is the Hindustani equivalent of 'best'.

H. "TO GET, OBTAIN".

mujh-koo garam kapRee kahãã miltee hãĩ 'where are warm clothes available to me, where do I get warm clothes?'

mujh-koo kapRee milẽẽ-gee 'To me clothes will be available, I shall obtain clothes'

The verb ***milnaa*** 'to meet' is also used in the meaning 'to be available'. In this case the idiomatic English expression would be 'to get, receive, obtain, find'. Note that the subject of ***milnaa*** is the THING obtained, and the person who obtains it is put into the oblique case followed by the particle *-koo*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences

(Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Hindustani. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say?

Here are some more sentences with blanks for you to fill in:

1. On account of the rain I can't go out
   baariš- --- ------ mãĩ baahar jaa nahĩĩ saktaa.
2. He looks like a sailor
   uoo jahaazii- --- ------ dikhtaa hai.
3. For soldiers the movie is not expensive
   ------ - --- ------ sinamaa mãh°gaa nahĩĩ.
4. I eat salt with the food
   mãĩ khaanee- --- ------ namak khaataa hũũ.
5. Against a strong wind an umbrella is no good
   zoor-kii hauaa- --- ------ čhatrii aččhii nahĩĩ.
6. Without her they won't come
   ------ - --- ------ nahĩĩ aaẽẽ-gee.
7. I am going to town with my sister
   mãĩ ------ bahen-kee saath šaher-koo jaataa hũũ.
8. My wife lives with my parents
   ------ biiuii ------ uaaldain-kee saath rah°tii hai.
9. My wife lives with her parents
   ------ biiuii ------ uaaldain-kee saath rah°tii hai.
10. Please take off my shoes
    ------ juutaa utaariiee.
11. Please take off your shoes
    ------ juutaa utaariiee.
12. I am now eating
    mãĩ abhii ------ ------ hũũ.
13. I eat at twelve o'clock
    mãĩ baaraa bajee ------ hũũ.
14. My mother is preparing the food
    meerii mãã khaanaa ------ ------ hãĩ.

Read aloud the following and pick out the expressions you think most suitable.

15. This is the highest building in town:
    a. *iee šaher-mẽẽ sab-see ũũčii imaarat hai.*
    b. *is šaher-mẽẽ bahot ũũčii imaartẽẽ hãĩ.*
    c. *is šaher-mẽẽ sab imaartẽẽ ũũčii hãĩ.*
16. The hotel is bigger than the hospital:
    a. *hooᴛal-see aspataal baʀaa hai.*
    b. *aspataal-see hooᴛal baʀaa hai.*
    c. *hooᴛal sab-see baʀaa hai.*
17. Where can I get some new shoes?
    a. *naee juutee kahãã beečtee hãĩ.*
    b. *mujh-koo naee juutee kahãã miltee hãĩ.*
    c. *mujh-koo naee juutee xariidnaa čaahiiee.*
18. Does it ever snow in India?
    a. *kiaa hindustaan-mẽẽ baariš kabhii hootii hai?*
    b. *kiaa hindustaan-mẽẽ paanii kabhii girtaa hai?*
    c. *kiaa hindustaan-mẽẽ barai kabhii girtii hai?*

Read the following questions aloud and be ready to speak out the answer to each one. Make your answers brief and to the point.

19. *kiaa iahãã-kaa mausam aap-koo pasand hai?*
20. *kiaa aap koh°ree-see baariš ziaadaa pasand kartee hãĩ?*
21. *aap-koo kab paisaa milee-gaa.*
22. *kiaa aasmaan-par suuraj dikhtaa hai?*

23. *baariš-kee liiee, kis ḳisim-kaa kooᴛ sab-see ziaadaa aččhaa hai.*

24. ***aap kab-tak iahaa rahẽẽ-gee.***

25. *kiaa aaj kal-see ziaadaa ᴛhanᴅii hai?*

26. ***aap kis uajee-see iahãã rah'tee hãĩ.***

27. ***kiaa aap apnaa kaam pasand kartee hãĩ?***

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Hindustani for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by your Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

Record 18A, after 6th spiral.

1. Preparing for rainy weather.

Das: ***bhaaii mujh-koo bataaoo, čhatrii kahãã miltii hai.***
meeraa xiaal hai kee baariš hoonee-kaa xatraa hai.

Aziz: ***duusrii saʀak-par, bahot baʀii dukaan hai.***
uahãã čhatriiãã beečtee hãĩ.

Das: ***šukriiaa. kiaa iahãã-see baaĩĩ taraf hai?***

Aziz: ***jii nahĩĩ janaab,***
siidhee jaaiiee, aur phir aap-kee daaĩĩ taraf dukaan hai.

Das: ***meeraa xiaal hai kee iahãã-see dukaan deekh saktaa hũũ.***

Record 18B, beginning.

2. Trying to buy an umbrella.

Das: ***salaam janaab. kiaa aap dukandaar hãĩ?***

dukandaar: ***jii hãã. mãĩ dukandaar hũũ.***
aap-kee liiee kiaa kar saktaa hũũ.

Das: *mujh-koo baariš-kii uajee-see, čhatrii xariidnaa čaahiiee.*
kiaa aap-kee paas čhatriiãã hãĩ?

dukandaar: *mujh-koo afsoos hai janaab, leekin mãĩ čhatriiãã nahĩĩ beečtaa.*

Das: *too mãĩ kiaa karũũ.*
paanii abhii gir rahaa hai,
aur baariš xatam hoonee-tak, mãĩ iahãã ᴛhair nahĩĩ saktaa.
meerii biiuii aspataal-mẽẽ hai, aur mãĩ us-koo deekhnaa čaahᵉtaa hũũ,

dukandaar: *aap aisee baahar nahĩĩ jaa saktee.*
mãĩ aap-koo apnii čhatrii dũũ gaa.

Das: *bahot meherbaanii. mãĩ čhatrii, jaldii uaapas laaũũ-gaa. xudaa haafiz.*

Record 18B, after 1st spiral.

3. Ram Lal's father has a cold.

Aziz: *aap-kee baap ghar-mẽẽ kiõõ rahᵉtee hãĩ,*

Ram Lal: *uoo kučh bimaar hãĩ.*
rooz-rooz uoo ᴛhanᴅii-mẽẽ kaam kartee hãĩ.

Aziz: *uoo kahãã kaam kartee hãĩ.*

Ram Lal: *isᴛeešan-mẽẽ.*
un-kaa kaam bahot saxt nahĩĩ.
leekin kabhii kabhii, baariš-kii uajee-see, un-koo zukaam hootaa hai.
too un-koo ghar-mẽẽ rahᵉnaa čaahiiee.

Aziz: *uoo ᴛhiik hai.*
zukaam-kee liiee aaraam karnaa sab-see aččhaa hai.

Record 18B, after 2nd spiral.

4. How is the water in this place?

[Jim:][1] *salaam.*
kiaa aap hindustaanii samajhtee hãĩ?

[Das:][1] *jii hãã janaab. mãĩ aččhii taraa booltaa aur samajhtaa hũũ.*

[Jim:][1] *kiaa aap is gaaõõ-mẽẽ rahᵉtee hãĩ?*

Das: *jii hãã. mãĩ aur meeree baal-baččee hameešaa-see iahãã rahᵉtee hãĩ.*

Jim: *kiaa iahãã piinee-kaa paanii aččhaa hai?*

Das: *jii hãã. gaaõõ-mẽẽ bahot paanii nahĩĩ. duur-see laanaa čaahiiee. leekin bahot aččhaa hai, aur biimaar hoonee-kaa xatraa nahĩĩ.*

Jim: *kiaa abhii bahot loog gaaõõ-mẽẽ biimaar hãĩ?*

Das: *jii nahĩĩ. abhii too aab-o-hauaa aččhii hai.*

Record 18B, after 3rd spiral.

5. [Protect yourself from the sun.][1]

[Das:][1] *kiaa zoor-kii dhuup aap-kee liiee aččhii nahĩĩ?*

---

[1] Not on record.

[Jim:][1] *jii nahĩĩ janaab, mãĩ amriikaa-see hũũ.*
aur aisii saxt dhuup kabhii nahĩĩ hootii.

Das: *dhuup-mẽẽ baahar mat-jaaiiee.*
kiõõ-kee biimaar hoonee-kaa xatraa hai.

Jim: *mãĩ too fauj-mẽẽ hũũ, kiaa karũũ, dhuup, garmii,*
ThanDii, meeree liiee sab eek hai.

Das: *jii nahĩĩ janaab. mãĩ samajhtaa hũũ.*
xudaa haafiz.

SECTION E—CONVERSATION

1. Covering the Hindustani in Basic Sentences

(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Hindustani expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Go to a travel bureau and make arrangements for taking a trip. Inquire about the best means of transportation for you and your friends, the time of departure and arrival, and the probable costs. Find out about the climate of the place where you are going to stay and what sort of clothes you will need.
2. Describe your home to the class—the town, the house, your family and their occupations, and the local climate.
3. You arrive in a village accompanied by a friend who is ill—he has a cold because of the cold weather. Find the nearest hospital and arrange for his transportation there.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

---

[1] Not on record.

FINDER LIST

a	
aab-o-hauaa **(-*ii*)**	climate
aasmaan	sky
ai	you!
aisaa	such, in this way
apnaa	see *Word Study*
b	
baadal	cloud
baahar	outside
baariš **(-*ii*)**	rain
baraf **(-*ii*)**	snow, ice
barsaatii **(-*ii*)**	raincoat
bilkul	entirely
buxaar	the fever
č	
čããd	moon
čhatrii **(-*ii*)**	the umbrella
d	
dhuup	sunshine
g	
garam	warm
girnaa	to fall
h	
hauaa **(-*ii*)**	wind
k	
kabhii kabhii	sometimes
kam	less
koh°raa	fog
kooT	coat
m	
mailaa	dirty
mausam	weather, climate
muškil	difficult
r	
rahaa	see *Word Study*
s	
saaf	clean, clear
safar	the trip, travel
safar karnaa	to travel
sitaaraa	star
suuraj	sun
t	
-tak	until . . .
-ii taraa	like, as
T	
ThanDii **(-*ii*)**	cold, winter
u	
uajaa or ***uajee*** (-*ii*)	reason
-ii uajaa-see	because of, on account of
x	
xatam hoonaa	to be finished, to be ended
xatraa	the danger
z	
zoor	power, force
zukaam	cold (illness)

UNIT 10

SCHOOL

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 1[illegible]A, beginning.

Das explains to Paul his work as a teacher of Hindustani.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Paul:	
the teacher	*ustaad,*
Are you a teacher?	*kiaa aap ustaad hãĩ?*
Das:	
the school	*iskuul.*
to teach	*sikhaanaa.*
Yes, I teach in the school (lit. of) here.	*jii hãã. mãĩ iahãã-kee iskuul-mẽẽ sikhaataa hũũ.*
Paul:	
Tell me	*mujh-koo bataaiiee,*
each day	*har rooz,*
What do you do every day?	*aap har rooz kiaa kartee hãĩ.*

Das:	
the student	*taalib-ilm,*
the class	*kilaas.*
At exactly eight A.M. the students come to class.	*ᴛhiik aaᴛh bajee subaa-mẽẽ, taalib-ilm loog, kilaas-koo aatee hãĩ.*
when	*jab,*
the noise	*šoor,*
be quiet!	*čup rahoo.*
When they make too much noise I tell them [to] be quiet!	*jab uoo bahot šoor kartee hãĩ, mãĩ un-koo kahᵉtaa hũũ, kee čup rahoo.*
the chair	*kursii,*
to sit down	*baiᴛhnaa.*
the book	*kitaab,*
the table	*meez,*
to put down	*rakh deenaa.*
Then they take their seats, put their books on the table, and the class begins.	*too uoo apnii kursiiõõ-par baiᴛhtee hãĩ, apnii kitaabẽẽ meez-par rakh deetee hãĩ, aur kilaas šuruu hootaa hai.*
Paul:	
to teach	*paʀhaanaa,*
What do you teach?	*aap kiaa paʀhaatee hãĩ.*
Das:	
the Hindustani language	*hindustaanii zabaan.*
to try to speak	*boolnee-kii koošiš karnaa.*
The students try to speak Hindustani.	*taalib-ilm loog, hindustaanii-mẽẽ, boolnee-kii koošiš kartee hãĩ*
the question	*sauaal,*
the answer	*jauaab,*
They ask each other questions and give answers.	*uoo eek duusree-see, sauaal puučhtee hãĩ, aur jauaab deetee hãĩ.*

about the news	*xabar-kii baabat.*
the conversation	*baatčiit,*
And we talk about the news.	*aur ham xabar-kii baabat baatčiit kartee hãĩ.*
Record 19B, beginning.	
be careful!	*hušiaar rahoo.*
the mistake	*galtii.*
But before we talk I tell them: be careful not to make mistakes!	*leekin baatčiit karnee-kee pah°lee, mãĩ un-koo kah°taa hũũ, kee hušiaar rahoo, kuč̌h galtii mat-karoo.*
Paul:	
to write	*likhnaa.*
to learn	*siikhnaa.*
Don't they learn to read and write?	*kiaa uoo likhnaa paRhnaa nahĩĩ siikhtee?*
Das:	
No.	*jii nahĩĩ.*
Paul:	
the letter	*xat.*
the newspaper	*axbaar.*
Can't they write a letter and read a newspaper?	*kiaa uoo, xat aur axbaar likh paRh nahĩĩ saktee?*
Das:	
Now they only learn to speak Hindustani but afterwards they may (perhaps) try to write.	*abhii uoo sirf hindustaanii boolnaa siikhtee hãĩ. leekin us-kee baad šaaed likhnee-kii, koošiš karẽẽ.*
the paper	*kaagaz,*
the pencil	*pinsil.*
the necessity	*zaruurat,*
They haven't any use for paper and pencil just now.	*abhii un-koo. kaagaz aur pinsil-kii zaruurat nahĩĩ.*

Paul:	
the class	*darjaa.*
Does anything else happen in your class?	*kiaa aap-kee darjee-mẽẽ kučh aur hootaa hai?*
Das:	
suddenly	*eek dam.*
dark	*andheeraa.*
Sometimes the room suddenly goes dark.	*kabhii kabhii, eek dam kamraa andheeraa hootaa hai.*
Paul:	
Why (lit. for what reason)?	*kis uajee-see.*
Das:	
the electric light	*bijlii-kii battii,*
broken	*TuuTaa.*
The electric light doesn't work [well].	*bijlii-kii battii TuuTii hai.*
Paul:	
What do you do then?	*too aap kiaa kartee hãĩ.*
Das:	
one of the boys	*laRkõõ-mẽẽ-see eek,*
One of the boys is very good at these things.	*laRkõõ-mẽẽ-see eek, is kaam-mẽẽ, bahot hušiaar hai.*
to fix	*Thiik karnaa.*
I tell him to fix the light.	*us-koo kah^{e}taa hũũ, battii Thiik karee.*
Record 20A, beginning.	
Paul:	
the window	*khiRkii.*
Aren't there any windows in the room?	*kiaa kamree-mẽẽ khiRkiiãã nahĩĩ?*

Das:

the light	*roošnii.*
Yes, but at eight A.M. there isn't much light outside.	*jii hãã leekin aaTh bajee subaa-mẽẽ, baahar bahot roošnii nahĩĩ.*

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

Combination of Consonants. When a *t*, *d*, or *r* comes immediately before or after a *T*, *D*, or *R* in a word or closely-knit phrase, you must make sure to give both sounds the proper value. In careful pronunciation each sound is pronounced by itself with a little catch in between. In rapid speech, you start with the tongue in front (back) position, and, WHILE the sound is held, shift your tongue to the back (front) position.

Record 20A, after 1st spiral.

Practice 1

paRhtee hãĩ	'(they) read, study'
baiThtii hũũ	'I sit down (fem.)'
bahot Thiik	'quite right'
mat-Thairoo	'don't stay'

When one "voiceless" (*p t T č k ķ f s š x*) and one "voiced" (*b d D j g z ġ*) consonant come together in a word or closely-knit phrase, the first usually is voiced if the second one is voiced, and voiceless if the second one is voiceless. For instance, if *d* comes before a *p* or *T* or *s*, etc., it may become "voiceless", i.e., be actually pronounced as a *t*. This type of replacement occurs in rapid speech. (See the forms given below in parentheses.)

Record 20A, after 2nd spiral.

Practice 2

kooT xariidtee hãĩ (xariittee)	'(they) buy the coat'
kapRee bheejtaa hũũ (bheečtaa)	'I sell clothes'
hindustaanii samajhtaa hai (samač(h)taa)	'he understands Hindustani'
eek ghanTaa (eeg ghanTaa)	'one hour'

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. *KUČH* AND *KOOII* AS NOUNS.

1. *kiaa aap* kučh *čaah*^{e}*tee hãĩ?* 'do you want anything?'
   kučh *aur hootaa hai 'something* else happens'
2. kooii *aur aap-kee saath rah*^{e}*taa hai 'somebody* else lives with you'

Used as NOUNS by themselves, i.e., when not describing a following noun, *kučh* means 'something, anything' and *kooii*, 'somebody, someone, anybody, anyone'.

B. *KUČH* AND *KOOII* AS ADJECTIVES.

1. *kučh khaanaa* 'some food'
   kučh tamaašaa 'some entertainment'
   kučh aur namak 'some more salt'
   kučh čiizẽẽ 'some things'
   kučh narangiiãã nahĩĩ 'not any oranges, no oranges'
   kučh garam kapRee 'some warm clothes'
2. *kooii kapRõõ-kii dukaan nahĩĩ* 'not any clothes shop, no clothes shop'
   kooii baččee 'some children'
   kooii naukar nahĩĩ 'not any servants, no servants'

When used as ADJECTIVES (i.e. when describing a following noun), *kučh* and *kooii* correspond to the English 'some, any'. In this construction, *kooii* (rather than *kučh*) is used to emphasize INDIVIDUAL persons and objects, rather than mass nouns. Compare, for instance:

kučh xabar 'some news, any news'
kooii xabar 'some, any particular news item'

Thus, the meaning of *kooii dukaan nahĩĩ* comes close to 'not one single shop'.

Note (1) *kučh* may also modify another adjective: *kučh biimaar* 'somewhat ill'.

(2) the forms *kučh* and *kooii* are largely straight case forms (that is, not oblique case forms) and are not ordinarily used before particles or noun plus particle.

C. *NAHĨĨ*.

1. *uoo nahĩĩ aaẽẽ-gee* 'they won't come'
2. *meeraa xiaal nahĩĩ* 'it is not my opinion, I don't think so'
3. *mãĩ us-koo nahĩĩ jaantaa* 'I don't know him, her'

nahĩĩ by itself or in the phrase *jii nahĩĩ* means 'no'.

1. *nahĩĩ* is the equivalent of 'not' in most sentences expressing a plain statement.

2. Furthermore, with most speakers *nahĩĩ* means 'am not, is not, are not'. In other words, *nahĩĩ* is usually NOT followed by *hũũ*, *hai*, *hãĩ*. Compare:

meeraa xiaal hai 'it IS my thought'
meeraa xiaal nahĩĩ 'it IS NOT my thought'

3. The same is true of present tense verb forms. Compare:

mãĩ us-koo jaantaa hũũ 'I know him'
mãĩ us-koo nahĩĩ jaantaa 'I DON'T know him'

Note: *nahĩĩ* in a breath group is usually emphasized by higher pitch.

D. *MAT-*

takliif mat-karoo 'don't take trouble, don't bother'
kučh ğaltii mat-karoo 'don't make any mistakes'

'not' in expressions of command ("don't . . .") or suggestions is *mat-*. Thus,

mat-karoo 'don't do'
mat-kiijiiee 'please don't do'
mat-aaẽẽ 'you ought not to come'
mat-karẽẽ 'you should not do it'

Note: *mat-* usually takes the highest pitch in a breath group.

E. "NOTHING, NOBODY, NO, NONE."

1. *kučh nahĩĩ* 'not anything, NOTHING'
   kooii nahĩĩ 'not anybody, NOBODY'
2. *kučh xatraa nahĩĩ* 'not any danger, NO danger'
   kučh narangiiãã nahĩĩ 'not any oranges; NO oranges'
   kooii kapRõõ-kii dukaan nahĩĩ 'NO clothes shop'
   kooii naukar nahĩĩ 'NO servants'
3. *kučh ğaltii mat-karoo* 'don't make any mistakes, make NO mistakes'

Where English has the simple words, 'nothing, nobody, none, no', Hindustani has to say 'not anything, not anybody, not any, not some'. The choice of *kučh* and *kooii* follows, of course, the rule given in Comments A ("nothing, nobody, no one") and B ("no"); for *nahĩĩ* and *mat-* see the preceding Comment.

F. DIRECT AND INDIRECT DISCOURSE.

un-koo kahᵉtaa hũũ kee čup rahoo 'I tell them: be quiet; I tell them they should be quiet; I tell them to be quiet'
un-koo kahᵉtaa hũũ kee hušiaar rahoo 'I tell them: be careful; I tell them they should be careful; I tell them to be careful'

In relating the contents of somebody's utterance or thoughts ("he SAYS THAT . . . , he TELLS me TO . . . , he ASKS WHY . . . , he THINKS: ". . ."), Hindustani often follows a very simple procedure. As a rule, the utterance is given in direct quotation, just the way the speaker says it. There is very little of the "indirect discourse" of English and other languages. Instead of "I shall tell them that they are wrong," Hindustani says: *mãĩ un-koo kahũũ-gaa kee aap ğalat hãĩ* "I shall tell them : you are wrong." Instead of saying "She asks me what she should do." Hindustani speakers often say *mujh-see puučhtii hai kee kiaa karũũ*. "She asks me : "What should I do?" Literally, then, the *kee* has, in such cases, only the function of a colon. It can also be omitted.

G. SOME REMARKS ON WORD ORDER.

Now that you are familiar with many sentences, a few remarks about the arrangement of words in a sentence are in order. In many instances, word order is optional; in other words, it often does not matter which you put first in a sentence and which later. There are a few things, however, which generally hold true.

1. *mãĩ biimaar hũũ*. 'I am ill'
   kiaa aap baal kaTaaẽẽ? 'Should you have your hair cut?'
   uoo iee kitaab kiõõ paRhtee hãĩ. 'Why do they read this book?'
   The verb form comes at the end of the sentence.
2. *uoo loog iee kitaab paRhtee kiõõ hãĩ*. or:
   uoo loog iee kitaab kiõõ paRhtee hãĩ. 'Why do they read this book?'
   aap-kee baap-kii mooTar kahãã hai. 'Where is your father's car?'
   narangiiãã kis-koo bheejũũ. 'To whom shall I send the oranges?'

In SPECIFIC QUESTIONS, the "question word" (*kiaa*, *kaun*, *kiõõ*, etc.) comes preferably NOT at the beginning of the sentence (as in English), but later, and often immediately before the verb. Remember that it is more strongly emphasized than the rest of the sentence.

3. kiaa *uoo aap-kee ghar-par rah·tee hãĩ?* 'Do they stay in your house?'
   andar jaanee-kee pah·lee, kiaa *ham-koo juutaa utaarnaa čaahiiee?* 'Do we have to take off our shoes before we go inside?'

Yes-or-no questions are often begun with an untranslatable *kiaa*. However, expressions of time, place or manner (especially when they are of some length) may precede the question proper which starts with *kiaa*: "Before taking off our shoes, . . . must we take off our shoes?"

2. Covering English and Hindustani of Word Study
(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the Hindustani, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences
(Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Hindustani. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Here are some more sentences with blanks for you to fill in:

1. Is there any danger.
   kiaa kučh ------ hai?
2. Is there any news?
   kiaa kučh ------ hai?
3. Where is the newspaper?
   ------ kahãã hai.
4. How many chairs are there in the room?
   kamree-mẽẽ kitnii ------ hãĩ.
5. How many books were there in the room?
   kamree-mẽẽ kitnii ------ thĩĩ.
6. The windows are broken.
   ------ TuuTii hãĩ.
7. The students come to class every day.
   har rooz taalib-ilm kilaas-koo ------ hãĩ.
8. The students are now coming to class.
   abhii taalib-ilm kilaas-koo ------ ------ hãĩ.
9. What do you learn in school?
   iskuul-mẽẽ aap kiaa ------ hãĩ.
10. The teacher teaches reading and writing.
    ustaad likhnaa paRhnaa ------ hai.
11. The students make much noise.
    taalib-ilm bahot ------ ------ hãĩ.
12. The students make many mistakes.
    taalib-ilm bahot ------ ------ hãĩ.
13. When does the class begin?
    kilaas kab ------ ------ hai.

Read aloud the following and pick out the expressions you think most suitable.

14. The students learn Hindustani.
    a. *taalib-ilm-loog hindustaanii paRhaatee hãĩ.*
    b. *taalib-ilm-loog hindustaanii siikhtee hãĩ.*
    c. *taalib-ilm-loog hindustaanii sikhaatee hãĩ.*
15. The teacher tells them: be careful!
    a. *ustaad un-koo kah^{e}taa hai kee čup rahoo.*
    b. *ustaad un-koo kah^{e}taa hai kee kučh ǧaltii mat-karoo.*
    c. *ustaad un-koo kah^{e}taa hai kee hušiaar rahoo.*

16. I need a newspaper

   a. *mujh-koo axbaar-kii zaruurat hai.*
   b. *mujh-koo kaaġaz-kii zaruurat hai.*
   c. *mujh-koo kitaab-kii zaruurat hai.*

17. I talk about India

   a. *mãĩ hindustaanii boolnee-kii koošiš kartaa hũũ.*
   b. *mãĩ hindustaanii paʀhnaa nahĩĩ saktaa.*
   c. *mãĩ hindustaan-kii baabat baatčiit kartaa hũũ.*

Read aloud the following questions and be ready to speak out the answer to each one. Make your answers brief and to the point.

18. *is darjee-mẽẽ kitnee taalib-ilm hãĩ.*
19. *aap-kee ustaad-kaa naam kiaa hai.*
20. *aap kiaa siikhtee hãĩ.*
21. *kiaa aaj axbaar-mẽẽ kučh xabar hai?*
22. *aap kaun axbaar paʀhtee hãĩ.*
23. *aap apnaa kooᴛ kahãã rakh deetee hãĩ.*
24. *is kamree-mẽẽ kitnii kursiiãã hãĩ.*
25. *apnee doost-see kučh sauaal puučhiiee.*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Hindustani for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again, if necessary, then take parts and carry on the conversation.

Record 20A, after 3rd spiral.

1. Talking about the climate.

Jim: *iahãã-kee mausam-kii baabat baatčiit karẽẽ.*

Fatima: *aččhaa. aap mujh-see kučh sauaal puučhiiee, aur mãĩ aap-koo jauaab deenee-kii koošiš karũũgii.*

Jim: *too mujh-koo bataaiiee, kiaa iahãã-kaa mausam aap-koo pasand hai?*

Fatima: *jii hãã.*
mãĩ iahãã-kaa mausam, sab-see ziaadaa pasand kartii hũũ.

Jim: *kis uajee-see.*

Fatima: *kiõõ-kee hameešaa eek taraa nahĩĩ.*
eek din baraf girtii hai, aur duusree din-mẽẽ dhuup hootii hai.
kabhii kabhii baadlõõ-kii uajaa-see, andheeraa hootaa hai,
aur eek ghanᴛee-kee baad aasmaan bahot saaf hai.

Jim: *too aap kabhii nahĩĩ jaan saktĩĩ kee kis ḳisim-kaa mausam hootaa hai?*

Fatima: *jii hãã. hameešaa mujh-koo barsaatii-kii zaruurat hai.*

Jim: *meeraa xiaal hai kee meeree liiee iee mausam aččhaa nahĩĩ.*

Record 20A, after 3rd spiral.

2. Das shows Aziz his new house.

Das: *andar aaiiee janaab, mãĩ aap-koo apnaa naiaa ghar dikhaanaa čaahᵉtaa hũũ.*
iee baiᴛhnee-kaa kamraa hai,
khiʀkiiõõ-see sab din bahot dhuup aatii hai,
aur is liiee is kamree-mẽẽ bahot roošnii hai.

Aziz: *iee bahot aččhaa kamraa hai.*

Das: *mãĩ bahot xuš hũũ kee aap-koo pasand hai.*
iee duusraa khaanee-kaa kamraa hai, aur uupar sab soonee-kee kamree hãĩ.
kiaa aap uoo deekhnaa čaahᵉtee hãĩ?

Aziz: *mãĩ bahot thakaa hũũ, aur aaraam karnaa čaahᵉtaa hũũ.*

Das: *hušiaar rahiiee, us kursii-par mat-baiᴛhiiee.*

Aziz: *kiõõ. kiaa uoo ᴛuuᴛii hai?*

Das: *jii hãã hamaarii sab kursiiãã bahot puraanii hãĩ;*
ham-koo naii kursii-kii zaruurat hai.

Aziz: *too mãĩ meez-par baiᴛhũũ.*

Record 20B, beginning.

3. Preparing to write a letter.

Jim: *mãĩ apnii biiuii-koo xat bheejnaa čaahᵉtaa hũũ.*
kiaa aap-kee paas kučh kaaǥaz hai?

Ram Lal: *meeraa xiaal hai kee meez-par kučh kaaǥaz hai.*

Jim: *meherbaanii.*
phir mujh-koo bataaiiee, pinsil kahãã miltii hai?
pinsil-kee baǥair mãĩ xat nahĩĩ likh saktaa.

Ram Lal: *aap meerii pinsil-see likh saktee hãĩ,*
kiaa mãĩ aap-kee liiee kučh aur kar saktaa hũũ?

Jim: *jii hãã. mujh-koo kahiiee kee aaj kaun din hai.*

Ram Lal: *mãĩ nahĩĩ jaantaa.*
axbaar-mẽẽ deekhiiee.

Record 20B, after 1st spiral.

4. Newspapers.

Jim: *axbaar kab miltaa hai.*

Das: *rooz aaTh bajee.*

Jim: *too xariidnee-kee liiee baahar saRak-par jaanaa čaahiiee?*

Das: *jii nahĩĩ. hamaaree ghar-mẽẽ bheejtee hãĩ.*

Jim: *kiaa aap axbaar pasand kartee hãĩ?*

Das: *mãĩ janaab?*
jii nahĩĩ. mãĩ too likh paRh nahĩĩ saktaa.
kiaa aap čaahᵉtee hãĩ?

Jim: *jii nahĩĩ meherbaanii. mãĩ baad-mẽẽ xariidũũ-gaa.*

Record 20B, after 2nd spiral.

5. Book Shop.

Ram Lal: *salaam.*

Jim: *salaam. mujh-koo kučh kitaabẽẽ čaahiiee.*

Ram Lal: *kis ķisim-kii janaab,*
meeree paas sab zabaanõõ-kii kitaabẽẽ hãĩ.

Jim: *kučh hindustaanii kitaabẽẽ hãĩ?*

Ram Lal: *zaruur janaab. uoo sab duusrii meez-par hãĩ.*
kiaa aap hindustaanii paRhtee hãĩ?

Jim: *hindustaanii paRhnaa siikh rahaa hũũ.*
aur kučh aasaan kitaabẽẽ, axbaar uaģairaa uaģairaa.

Ram Lal: *hindustaanii-mẽẽ baatčiit karnaa too aap aččhii taraa jaantee hãĩ janaab,*

Jim: *bahot meherbaanii janaab.*
meeree ustaad bahot aččhee thee.

Ram Lal: *šaaed iee kitaab aap-kee liiee aččhii hoo.*

Jim: *kis čiiz-kii baabat hai.*

Ram Lal: *iee mazeedaar kitaab, safar-kii baabat hai.*
aap hindustaan-kii baabat us-mẽẽ, sab paRhẽẽ-gee.

Jim: *muškil too nahĩĩ?*

Ram Lal: *meeraa xiaal nahĩĩ, thooRii koošiš kiijiiee;*

Jim: *salaam.*

Ram Lal: *salaam.*

SECTION E—CONVERSATION

1. Covering the Hindustani in Basic Sentences

(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Hindustani expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You take your little sister, Fatima, to a store. Explain to the shopkeeper that she has never been in school, that she will go to school next week, and ask him what he thinks she'll need. The shopkeeper will try to sell you as many things as he can. Be sure to bargain for every article he tries to sell you.
2. As well as you can with your present vocabulary describe the room in which you are now sitting. Mention the people in it as well as the furniture.
3. You and your friend decide to converse about India. Ask each other questions: how far it is from here, how long it takes to get there. Talk about the climate, the people, the cities, rivers, and anything else that occurs to you.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of previous lessons if necessary.

FINDER LIST

a	
andheeraa	dark, darkness
axbaar	newspaper
b	
-ii baabat	about . . .
baatčiit (-ii)	conversation
baiThnaa	to sit down
battii (-ii)	wick
bijlii (-ii)	lightning
bijlii-kii battii	(lit. 'lightning wick') the electric light
č	
čup	quiet
čup rahoo	be quiet!

	d
dam	breath
eek dam	at once, suddenly, altogether
darjaa	class, grade, story of a house
	ǥ
ǥaltii (-*ii*)	the mistake, error
	h
har	each, every
hušiaar	attentive, clever, careful
	i
iskuul	school
	j
jab	when (except in questions)
jauaab	the answer
	k
kaaǥaz	paper
khiʀkii (-*ii*)	window
kilaas	class
kitaab (-*ii*)	book
-*kii koošiš karnaa*	to try
kursii (-*ii*)	chair
	l
likhnaa	to write
	m
meez (-*ii*)	table
	p
pıʀhaanaa	to teach
pinsil (-*ii*)	pencil
	r
rakh deenaa	to put down
roošnii (-*ii*)	light
	s
sauaal	question
siikhnaa	to learn
sikhaanaa	teach
	š
šoor	noise
	t
taalib-ilm	student
	ᴛ
ᴛuuᴛaa	broken
	u
ustaad	teacher
	x
xabar (-*ii*)	news
xat	letter
	z
zabaan (-*ii*)	language
zaruurat (-*ii*)	necessity, need

UNIT 11

TRAVEL

SECTION A—BASIC SENTENCES

Go once tnrough the *Basic Sentences* in unison, then twice more individually.

1. Basic Sentences

Record 21A, beginning.

John tells Paul his plans for a vacation trip.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Paul:	
you	*tum,*
vacation	*čhuTTii,*
When will you get your vacation?	*tum-koo kab čhuTTii milee-gii.*
John:	
I'll get leave next week.	*duusree haftee-mẽẽ mujh-koo čhuTTii milee-gii.*
Paul:	
What will you do then?	*too tum kiaa karoo-gee.*
John:	
I want to travel.	*mãĩ safar karnaa čaahᵉtaa hũũ.*
easy	*aasaan.*
But traveling is not easy these days.	*leekin in dinõõ, safar karnaa aasaan nahĩĩ.*

war	*laRaaii.*
ship	*jahaaz.*
dangerous	*xatarnaak.*
Because of the war it's very dangerous to go by ship.	*laRaaii-kii uajee-see, jahaaz-see jaanaa bahot xatarnaak hai.*
Paul:	
to some people	*kisii-koo,*
the airplane	*hauaaii jahaaz,*
Some people like airplanes best.	*kisii-koo hauaaii jahaaz, sab-see ziaadaa pasand hai.*
Why don't you travel by airplane?	*tum hauaaii jahaaz-see kiõõ nahĩĩ safar karoo,*
John:	
Because it costs too much money.	*kiõõ-kee bahot paisaa lagtaa hai.*
year	*saal.*
railroad	*reel.*
I think (that) this year I'll just travel by train.	*meeraa xiaal hai, kee is saal-mẽẽ, sirf reel-gaaRii-see safar karũũ-gaa.*
Paul:	
Do you know where you'll go?	*kiaa tum jaantee hoo, kee tum kahãã jaaoo-gee?*
John:	
the mountain	*pahaaR,*
Maybe I'll go to the mountain[s].	*šaaed mãĩ pahaaR-koo jaaũũ-gaa.*
the place	*jagaa.*
I know a very beautiful place there.	*uahãã mãĩ eek bahot xuubsuurat jagaa jaantaa hũũ.*
Paul:	
to enjoy one's self	*mazaa karnaa.*
I hope (that) you'll have a good time.	*mujh-koo ummiid hai kee tum mazaa karoo-gee.*

At the station. John talks to the ticket agent.

John:	
the ticket seller	*ᴛikiᴛ baabuu,*
Are you the ticket seller?	*ᴋiaa tum ᴛikiᴛ baabuu hoo?*
Aziz:	
Yes, sir.	*jii hãã janaab.*
Record 21B, beginning.	
What can I do for you?	*mãĩ aap-kee liiee ᴋiaa kar saktaa hũũ.*
John:	
Simlaa	*šimlaa.*
How much is a ticket to Simlaa?	*šimlee-kaa kitnaa ᴛikiᴛ hai.*
Aziz:	
What kind of a ticket?	*kis ķisim-kaa.*
Just one-way or round-trip?	*sirf jaanee-kaa? iaa jaanee aanee-kaa.*
John:	
There's nothing definite about coming [back].	*aanee-kaa kuč ᴛhiik nahĩĩ.*
Just give me a one-way ticket.	*mujh-koo sirf jaanee-kaa ᴛikiᴛ diijiiee.*
Aziz:	
(In) which class will you travel?	*aap kis darjee-mẽẽ jaaẽẽ-gee.*
John:	
third	*tiisraa.*
(In the) third class.	*tiisree darjee-mẽẽ.*

to arrive	*pahõčnaa.*
Can you tell me when this train will get to Simla?	*kiaa tum mujh-koo bataa saktee hoo kee iee gaaRii kab šimlee-mẽẽ pãh°čee-gii?*
Aziz:	
I think the train'll be a little late.	*meeraa xiaal hai kee gaaRii-koo kučh deer hoo-gii.*
But you'll surely be in Simlaa before night.	*leekin aap zaruur, raat hoonee-kee pah°lee, šimlee-mẽẽ hõõ-gee.*
John:	
the suitcase	*bakas.*
the coat	*kooT.*
to leave	*čhooRnaa.*
Can I leave my suitcase and my coat here?	*kiaa mãĩ apnaa bakas, aur apnaa kooT iahãã čhooR saktaa hũũ?*
Aziz:	
Certainly, sir.	*xušii-see janaab.*
the property	*saamaan.*
the office	*daftar.*
Put your things in the office.	*apnaa saamaan daftar-mẽẽ rakh diijiiee,*
please	*meherbaanii-see,*
the clerk	*munšii.*
brown	*xaakii.*
But please be careful and tell the clerk that the brown coat is yours.	*leekin meherbaanii-see hušiaar rahiiee, aur munšii-koo kahiiee, kee aap-kaa kooT, xaakii hai.*
stupid	*beeoḳuuf.*
the color	*rang.*
You see he's a very stupid man and might give you a coat of another color.	*kiõõ-kee uoo bahot beeoḳuuf aadmii hai, aur aap-koo šaaed, duusree rang-kaa kooT dee.*

Record 22A, beginning.

More Numbers

twenty-one	*ikaais.*
twenty-two	*baais.*
twenty-three	*teeis.*
twenty-four	*čaubis.*
twenty-five	*pačiis.*
twenty-six	*čhabbis.*
twenty-seven	*sattaais.*
twenty-eight	*aThaais.*
twenty-nine	*untis.*
thirty	*tiis.*

After going through the *Basic Sentences* individually,

2. Check Your Pronunciation

1. From now on there will be no practices on particular points of pronunciation. You must however always be sure

to distinguish between all the vowels,
to pronounce long consonants long,
to pronounce the *h* where it belongs, and to avoid any puff of breath where it doesn't,
to distinguish between front *t*, *d* and back *T*, *D*, and between *R* and *r*,
to distinguish *h* from *x*,
not to overstress certain syllables and slur others,
and in general to go out of your way to imitate the records or your Guide as closely as you can.

2. Whenever your Guide pronounces a word in a way which is different from the one suggested in our *Aids to Listening*, follow him. Although local and individual speech differences among Hindustani speakers are not too great, they do exist. Thus, you may hear *sigraiT* or *sigreeT* instead of *sigreT*, *moaaf* instead of *maaf*, *Thahernaa* and *Thah*^{e}*riiee* instead of *Thairnaa* and *Thairiiee*, *soolah*^{e} instead of *soolaa*, *untiis* instead of *untis* (and other similar variations in the numbers), *umr* instead of *umar*. The speaker on the record himself varies between *uajaa-see* and *uajee-see*, *xubsuurat* and *xuubsuurat*, *rupiaa* and *rupaiaa*, *bimaar* and *biimaar*. Note that these are exceptional cases. In the vast majority of words no such variations are allowed.

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. "YOU", LESS POLITE.

The word with which to address one person or several persons politely is, of course, *aap* 'you'. In a sentence it is a plural, that is, it goes with plural verbs such as *boolt*ee hãĩ, *karẽẽ*(-gee, -gii), *thee*, *thĩĩ*. Now note the following examples:

1. tum *kiaa kar*oo-gee 'what will you do?'
   tum *kiõõ nahĩĩ safar kar*oo 'why should you not travel?'
   kiaa tum *jaant*ee hoo *kee* (tum) *kahãã jaaoo-gee?* 'do you know where you will go?'
   tum *bahot mazaa kar*oo-gee 'you will enjoy it very much'
   tum *TikiT baabuu* hoo 'you are the ticket agent'
   tum *bataa sakt*ee hoo 'you can tell me'
2. tum-*koo kab čhuTTii milee-gii* 'when will there be available leave TO YOU; when will you get a furlough?'

1. A less polite, or more intimate, expression for 'you' (one or several persons) is *tum*. The verb 'to be' and the subjunctives have a special *tum*-form in *-oo*:

(*tum*) *hoo*	'you are'
kiaa (*tum*) *jaaoo?*	'should you go'
(*tum*) *kiaa karoo*	'what should you do'

You see that this subjunctive form is identical with the not-so-polite command *karoo* 'do!', *booloo* 'speak!'

As far as number and case endings are concerned, the *tum*-forms are masculine or feminine PLURALS (endings *-ee, -ii*):

(*tum*)*jaant*ee (or *jaantii*) *hoo*	'you know'
(*tum*) *karoo*-gee	'you will do'
(*tum*) *jaaoo-gii*	'you (women) will go'
tum aččhee hoo	'you are well'
tum kaisee hoo	'how are you?'

2. Before particles, *tum*- has no special form (just like *ham*- 'us'): *tum-koo* 'to you', *tum-par* 'upon you'. *tum*- (again just like *ham*-) cannot, however, be combined with *-kaa* (*-ee, -ii*). The expression for 'your(s)' is *tumhaaraa* (note the difference in sound between *hamaaraa* 'our' and *tumhaaraa* 'your'): *tumhaaree saamaan-koo* 'to your baggage'; *tumhaaree paas . . . hai* 'you have . . . '; *tumhaarii taraa* 'like you'.

3. You may find it helpful to have certain of the verb forms combined in a chart:

'speak(s)'	'may (shall, will) speak'
maĩ booltaa hũũ	*boolũũ*(*-gaa*)
maĩ booltii hũũ	*boolũũ*(*-gii*)
aadmii booltaa hai	*boolee*(*-gaa*)
aurat booltii hai	*boolee*(*-gii*)
loog, aap, ham booltee hãĩ	*boolẽẽ*(*-gee*)
aurtẽẽ, aap, ham booltii hãĩ	*boolẽẽ*(*-gii*)
tum booltee hoo	*booloo*(*-gee*)
tum booltii hoo	*booloo*(*-gii*)

4. Note: (1) *aap* is not infrequently used with the *tum*-forms of the verb: *aap kaisee hoo* 'how are you?'; *aap mazaa karoo-gee* 'you will enjoy it'.

(2) In the masculine past tense form, *tum*, being a plural, goes with *thee*:

tum kaisee thee	'how were you?'
tum iahãã thee	'you were here'.

However, in addressing women, most speakers use *thii* rather than *thĩĩ* with *tum*. Compare:

ham, aap aččhee thee; *ham, aap aččhii* thĩĩ 'we, you, are well'
tum aččhee thee, tum aččhii thii 'you are well'

B. SUBJUNCTIVE AND FUTURE OF THE VERB "TO BE".

gaaRii-koo deer hoo-*gii*	'to the train there will be a delay' 'the train will be late'
aap šimlee-mẽẽ hõõ-*gee*	'You will be in Simla'

The subjunctive and future of the verb 'to be' is *maĩ hũũ(-gaa, -gii)* 'I may (shall) be'; *aadmii, aurat, uoo hoo(-gaa, -gii)* 'he, she . . . may (will) be' *loog, ham, aap hõõ(-gee, -gii)* 'they, we, you . . . may (will) be' *tum hoo(-gee,* -gii) 'you may (will) be'.

C. LOSS OF SHORT VOWEL BEFORE CONSONANT PLUS VOWEL.

gaaRii pahõčtii hai	'the train arrives'
gaaRii pãh^{o}čee-gii	'the train will arrive'

Verb stems, just as nouns, may end in the sequence: vowel plus consonant plus vowel plus consonant (. . . VCVC). Before an ending which starts with a vowel, the sequence is transformed into (. . . VCC-) (See Unit 7, Comment A; Unit 8, Comment A.) Compare:

samajhtii hai	'she understands'
samjh*ee-gii*	'she will understand'
samjhũũ-*gaa*	'I shall understand'

pahõčnaa is treated the same way; but the *õ*, instead of being dropped completely, blends into the *h*: *h^o* (cf. *bahen* 'sister' vs. *bah^{e}nẽẽ* 'sisters'), and the whole syllable is actually pronounced through the nose: -*ãh̃^{õ}*- :

*p*ahõčt*ee hãĩ*	'they arrive'
*p*ãh^{o}čẽẽ-*gee*	'they will arrive'

D. *KISII*.

kisii-koo hauaaii jahaaz pasand hai	'to some(body) an airplane is pleasant, some like an airplane'

The oblique case of *kuč* and *kooii* is *kisii*:

kisii-kii baabat	'about somebody, something'
kisii čiizõõ-see	'from some things'
kisii taraf	'in any direction'

E. OBLIQUES WITHOUT PARTICLES.

in dinõõ '(in) these days'
is saal '(in) this year'
duusree haftee '(in the) next week'

In a large number of more or less set phrases the oblique case is used WITHOUT a particle following. Such phrases are chiefly indications of time, place, or manner. Here are a few other examples:

ghar jaanaa	'to go home'
duusree mahiinee	'(in the) next month'
us jagaa	'(in) that place, there'

Note that one says *is saal* 'this year', but always *is mangal-koo* (with a particle) 'this Tuesday'

It is easy to see that *liiee*, *paas*, *saath*, *pah°lee*, *baad* (masculines), *taraf*, *taraa*, *baabat* (feminines) are really oblique nouns of the type described. Compare:

is jagaa	'(in this) place'
is taraa	'in this fashion'
is saal	'(in) this year'
is liiee	'(for) this sake, therefore'

Also contrast:

iee jagaa aččhii hai 'this place is good'
is jagaa kuch paanii nahĩĩ '(in) this place there is no water'
uoo saal garam thaa 'that year was warm'
us saal garmii bahot thii '(in) that year there was much heat'

F. "WHEN, WHERE."

1. *kiaa tum mujh-koo bataa saktee hoo kee iee gaaRii kab šimlee-mee pãh°čee-gii?* 'can you tell me when this train will get to Simla?'

   jab uoo bahot šoor kartee hãĩ 'when they make too much noise, then . . . '

The English 'when' is rendered either by *jab* or by *kab*. *kab* is used in questions, either direct (*gaaRii kab jaatii hai* 'When does the train leave') or reported (*bataaiiee kee gaaRii kab jaatii hai* 'tell me at what time the train leaves' or *mujh-koo maaluum nahĩĩ kee gaaRii kab pãh°čee-gii* 'I don't know when the train will get in'). The *kee* in the reported questions may, of course, be omitted. Remember that *kab* in a sentence is always strongly stressed. *jab*, on the other hand, serves to correlate two events in time; it really means 'when . . . , then . . '. The equivalent of 'then', in this case, is often *too*, e.g. *jab šoor kartee hai, too un-koo kah°taa hũũ* 'when they are noisy, (then) I tell them'.

2. *kiaa tum jaantee hoo kee tum kahãã jaaoo-gee* 'do you know where you'll go?'

In this example you find the question word *kahãã* 'where' in a reported question rather than in a direct one. It is used in exactly the same way as is *kab* in the examples cited above.

G. MORE ABOUT SUBJUNCTIVE AND FUTURE.

1. *aaoo čalẽẽ* 'let's go'
   phir čalẽẽ 'let's go'
   šaaed šaadii karee 'she may marry'
   too naaTak iaa sinamaa deekhẽẽ 'why not go see a theater or movie'

These examples show that the subjunctive is used in a great variety of situations, with a great variety of English equivalents. Here are a few pointers: *šaaed* 'perhaps, probably' is regularly used with a subjunctive (but also with the future: *šaaed rahũũ-gaa* 'maybe I'll stay). The plural form in *-ẽẽ* with or without preceding *aaoo* 'come on' corresponds to our 'let's . . . ' or 'why not . . . '. Incidentally, the same plural form referring to *aap* (which may or may not be explicitly stated in the sentence) is used in polite suggestions:, with question tone ("?"): (*aap-loog*) *andar aaee?* 'would you care to come in, would you people mind walking in?'. In addition to this, remember the old examples where the subjunctive is used in doubtful questions such as *kab aaũũ* 'when should I come?'.

2. The future (that is, the subjunctive followed by *-gaa*, *-gee* or *-gii*) is used much more widely and consistently than any of its so-called English counterparts. Where the Hindustani speaker says *ham-loog iahãã rahẽẽ-gee*, an American might say (according to the situation) 'we shall stay, we'll stay, we are going to stay, we'll be staying, we are staying . . . here'. Also, in questions such as *kučh duudh piẽẽ-gee?* 'will you have some milk, would you like (to have) some milk?', Hindustani uses the future. Keep these things in mind for conversation practice!

2. Covering English and Hindustani of Word Study

(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the Hindustani, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences

(Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Hindustani. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Here are some more sentences with blanks for you to fill in:

1. When will he get leave?
us-koo kab ------ milee-gii.

2. When will he get an umbrella?
us-koo kab ------ milee-gii.

3. She wants to go outside
uoo ------ jaanaa čaahᵉtii hai.

4. She wants to go to the mountains
uoo ------ - --- jaanaa čaahᵉtii hai.

5. Does it ever rain here?
kiaa iahãã ------ paanii girtaa hai?

6. When does it rain here?
iahãã ------ paanii girtaa hai.

7. When it rains here, traveling becomes very difficult.
------ iahãã paanii girtaa hai, safar karnaa bahot muškil hai.

8. Where do you live?
tum kahãã ------ ------.

9. Are you a servant?
kiaa tum naukar ------?

10. Where will you stay tomorrow?
kal tum kahãã ------.

11. In which ship will he go?
------ jahaaz-mẽẽ jaaee-gaa.

12. He will go to some place
------ jagaa-koo jaaee-gaa.

Read aloud the following and pick out the expressions you think most suitable.

13. Traveling is very dangerous.
a. *safar karnaa bahot aasaan hai.*
b. *safar karnaa bahot xatarnaak hai.*
c. *safar karnaa bahot muškil hai.*

14. He goes third class
a. *uoo pahᵉlee darjee-mẽẽ jaataa hai.*
b. *uoo duusree darjee-mẽẽ jaataa hai.*
c. *uoo tiisree darjee-mẽẽ jaataa hai.*

15. A clerk works in an office
a. *munšii daftar-mẽẽ kaam kartaa hai.*
b. *munšii kaarxaanee-mẽẽ kaam kartaa hai.*
c. *munšii bahot beeoḳuuf aadmii hai.*

Read aloud the following questions and be ready to speak out the answer to each one. Make your answer brief and to the point.

16. *aap-kii umr kiaa hai.*

17. *aap-koo kab čhuTTii milee-gii.*

18. *kiaa safar karnaa aap-koo pasand hai?*

19. *laRaaii-kee baad aap kiaa karẽẽ-gee.*
20. *kiaa aap-kaa xiaal hai kee kal baariš hoo-gii?*
21. *aap-kaa kooT kis rang-kaa hai.*
22. *kiaa aap kabhii pahaaR-mẽẽ thee?*
23. *is imaarat-mẽẽ kitnee darjee hãĩ.*
24. *kiaa aap-koo jahaaz-see, reel gaaRii ziaadaa pasand hai?*
25. *kisii-koo kučh sauaal puučhiiee.*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Hindustani for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

Record 22A, after 1st spiral.

1. In a hotel.

Jim: *kiaa tum munšii hoo?*

Das: *jii hãã janaab.*
mãĩ aap-kee liiee kiaa kar saktaa hũũ.

Jim: *meeraa naam* Brown *hai.*
kiaa meeraa kamraa taiiaar hai?

Das: *thooRii deer Thairiiee janaab.*
mãĩ kitaab-mẽẽ deekhtaa hũũ.

Jim: *aččhaa.*

Das: *mujh-koo afsoos hai. leekin aap-kee kamree-mẽẽ, abhii-tak kooii loog rah^{e}tee hãĩ.*

Jim: *kiaa tum mujh-koo duusraa kamraa dee saktee hoo?*
safar-kii uajaa-see mãĩ bahot thakaa hũũ, aur aaraam karnaa čaahᵉtaa hũũ.

Das: *mãĩ aap-koo duusraa kamraa nahĩĩ dee saktaa.*
laRaaii-kii uajee-see, bahot sipaahii loog is hooTal-mẽẽ rahᵉtee hãĩ.
aur hamaaree paas kuč jagaa nahĩĩ.

Jim: *too mãĩ kiaa karũũ.*
aap-kaa xiaal hai kee iee loog raat-kee pahᵉlee jaaẽẽ-gee?

Das: *zaruur janaab.*
un-kii gaaRii eek ghanTee-mẽẽ jaaee-gii.

[Jim][1]: *too mãĩ pahᵉlee khaanaa khaaũũ-gaa.*
kiõõ-kee mãĩ bahot bhuukaa hũũ.[2]
kiaa mãĩ apnaa saamaan iahãã chooR saktaa hũũ?

Das: *zaruur janaab.*
mãĩ uoo daftar-mẽẽ rakh dũũ-gaa.

Jim: *aččhaa.*
mãĩ eek ghanTee-mẽẽ uaapas aaũũ-gaa.

Record 22A, after 2nd spiral.

2. One hour later.

Jim: *kiaa meeraa kamraa taiiaar hai?*

Das: *thooRii deer Thairiiee janaab.*
naukar aap-kaa kamraa abhii-tak saaf kar rahaa hai.
leekin das minaT-mẽẽ taiiaar hoo-gaa.

Jim: *too mãĩ iahãã baiThũũ-gaa?*
mujh-koo bataaoo kee meeraa kamraa kis darjee-mẽẽ hai.

Das: *aap-kaa kamraa tiisree darjee-mẽẽ hai.*

Jim: *kiaa saRak-par?*

Das: *jii hãã janaab. aap khiRkii-see, bazaar deekh saktee hãĩ.*
leekin meeraa xiaal hai kee aap-kaa kamraa, ab taiiaar hai.
mãĩ aap-koo dikhaaũũ-gaa.
naukar aap-kaa saamaan laaee-gaa.

Jim: *kiaa hooTal-mẽẽ lifT hai?*

Das: *jii nahĩĩ janaab.*
ham-koo paidal jaanaa čaahiiee.

Record 22B, beginning.

3. Getting on the train.

Husein: *aap kahãã jaaẽẽ-gee janaab;*

Jim: *bambaii.*

Husein: *iee too bambaii-kii gaaRii nahĩĩ.*
jaldii-see niičee jaaiiee.

Jim: *bahot meherbaanii.*

Husein: *jaldii kiijiiee janaab;*
iee naagpuur-kee gaaRii hai; eek minaT-mẽẽ jaaee-gii.

---

[1] Not on record.
[2] The record has "," by mistake.

Jim: *bahot šukriiaa.*
leekin mãĩ pahᵉlee naagpuur, aur uahãã-see bambaii jaaũũ -gaa.

Husein: *iee duusrii baat hai.*
maaf kiijiiee.
too iee aap-kaa saamaan hai?

Jim: *jii hãã. iee bakas aur čhatriiãã.*

Husein: *kahãã rakh dũũ.*

Jim: *kučh baat nahĩĩ. bahot meherbaanii,*
aap kahãã jaa rahee hãĩ.

Husein: *mãĩ naagpuur-tak is gaaRii-mẽẽ jaataa hũũ,*
aur phir mooTar-see pahaaR-koo jaaũũ-gaa.

Jim: *kiaa aap sirf tamaašee, aur mazee-kee liiee jaa rahee hãĩ?*

Husein: *jii hãã. kaam aur mazee-kee liiee. doonõõ.*

Jim: *is gaaRii-koo, duusrii gaaRiiõõ-see, ziaadaa uaḳt lagtaa hai?*

Husein: *jii nahĩĩ.*
laRaaii-kii uajee-see, sab gaaRiiõõ-koo, pahᵉlee-see, ab ziaadaa uaḳt lagtaa hai.

Record 22B, after 1st spiral.

4. Checking baggage.

Jim: *iee doo bakas kalkattee bheejnaa čaahᵉtaa hũũ.*

baabuu: *kiaa aap-kee paas TikiT hai?*

Jim: *kis ḳisim-kaa TikiT,*

baabuu: *reel gaaRii-kaa.*

Jim: *kiaa TikiT pahᵉlee leenaa čaahiiee?*

baabuu: *jii hãã janaab,*
TikiT baabuu-kaa daftar, isTeešan-kii, duusrii taraf hai.

Jim: *aur us-kee baad iahãã uaapas aaũũ?*

baabuu: *jii hãã. bakas iahãã rakh dii.*[1]

Jim: *kalkattee-kaa kitnaa TikiT hai.*

TikiT baabuu: *kalkattee-kaa TikiT soolaa rupaee hai.*
leekin duusrii gaaRii-kaa, thooRaa kam hai.

Jim: *iee too bahot aččhii baat hai.*

TikiT baabuu: *aap-kii xušii,*[2]

Jim: *leekin duusrii gaaRii kis uaḳt jaaee-gii.*

TikiT baabuu: *aaTh bajee-see pahᵉlee nahĩĩ janaab.*

Jim: *afsoos-kii baat.*
iee too bahot deer hai.

TikiT baabuu: *mãĩ kučh nahĩĩ kar saktaa.*

Jim: *too is gaaRii-kaa TikiT, jaldii diijiiee.*

[1] 'I've put it here'.
[2] 'As you please'.

SECTION E—CONVERSATION

1. Covering the Hindustani in Basic Sentences

(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Hindustani expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You invite your friend to spend his vacation with you in the country, where you have a house. Tell him about the place where you live, about your friends there, etc. Make sure that he knows exactly how to get to your place.
2. Ask one of your friends about his plans for after the war: the work he wants to do, whether he is going to get married, etc.
3. Discuss what you are going to do in your next vacation—be specific.
4. Do some simple arithmetic involving addition of numbers adding up to less than thirty.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of previous lessons if necessary.

FINDER LIST

a	
aasaan	easy
aThaais	twenty-eight
b	
baabuu	employee
TikiT baabuu	ticket seller
baais	twenty-two
bakas	suitcase
beeoḳuuf	stupid
č	
čaubiis	twenty-four
čhabbis	twenty-six
čhooRnaa	to leave
čhuTTii (-ii)	vacation, leave

d	
daftar	office
h	
hauaaii	pertaining to air
hauaaii jahaaz	the airplane
i	
ikaais	twenty-one
j	
jagaa (*-ii*)	place, the spot
jahaaz	ship
k	
kisii-	see *Word Study*
l	
laRaaii (*-ii*)	war
m	
mazaa	taste, pleasure
mazaa karnaa	to have a good time, to enjoy one's self
meherbaanii (*-ii*)	kindness
meherbaanii-see	please
munšii	clerk
p	
paččiis	twenty-five
pahaaR	mountain
pahõčnaa	to arrive
r	
rang	the color
reel (*-ii*)	railroad
s	
saal	the year
saamaan	property, goods, things
sattaais	twenty-seven
š	
šimlaa	Simla (a city)
t	
teeis	twenty-three
tiis	thirty
tiisraa	third
tum	you
T	
TikiT (*-ii*)	ticket, stamp
u	
untiis	twenty-nine
x	
xaakii	brown
xatarnaak	dangerous

UNIT 12

REVIEW

SECTION A—WHAT DO YOU KNOW IN HINDUSTANI?

This section is a true-false quiz exactly like the one in Unit 6, except that the first item is not a practice item. Prepare paper with numbers from 1 to 40 and mark the statements that you will hear from your Guide or the phonograph record either *T* or *F*. After you finish the quiz, the Leader will read out the correct answers for each statement. Check your paper and give your score to your Leader. He will figure out the average for your group. If your score is less than the average number of correct answers or less than 80% correct, you need more review of the previous units.

Spend the rest of the time going over the items on which you had difficulty.

SECTION B—HOW WOULD YOU SAY IT?

(Individual Study)

Prepare to give orally the Hindustani for each of the following sentences. Do not write anything down.

I.

1. The show was all right.
2. Shall I come with you?
3. Where were you last night?
4. How many sisters do you have?
5. The music was interesting.
6. She was sick.
7. The movie is going to start soon.
8. Please get a haircut after dinner.
9. Before going to the show, he was at our house.
10. The girls were in town.

II.

1. I am going to stay at my mother's house.
2. I hope they are well (speaking of somebody's parents).
3. I hope they are well. (Speaking of somebody's sisters.)
4. Please show me the new factories.
5. How many sisters did he have?
6. How old is your father?

7. When will he get married?
8. You (addressing a lady) will be busy? That's too bad.
9. Please wash his clothes.
10. These people have to sleep.

III.

1. Which way (direction) is the factory?
2. Give me my umbrella.
3. Please give me your umbrella.
4. Where should I get a car?
5. I'll wait until the fog lifts (is over).
6. Please stay until the summer is over.
7. It isn't raining now; but it is going to rain tomorrow.
8. The clothes are dirty.
9. Around here (in this direction) there is plenty of sunshine in the summer.
10. What kind of entertainment do you like best?

IV

1. We have no teacher.
2. Do you teach languages every day?
3. Please be quiet.
4. Please tell him to be quiet.
5. Don't sit down on the table.
6. The teacher is going to tell him to study more.
7. You make a lot of mistakes.
8. They don't need these chairs and tables.
9. Those chairs are broken.
10. Is she good at that work?

V.

1. I won't get any vacation this year.
2. Traveling is expensive and dangerous.
3. I think there is no danger involved (in it).
4. It doesn't take more than eighteen rupees to go there.
5. Enjoy yourself!
6. What kind of ticket do you want to buy?
7. I want one round-trip ticket and two one-way tickets.
8. Don't leave your suitcase outside of the station.
9. Don't put it over there, either.
10. The clerk may give you other people's coats because he is stupid.

SECTION C—HOW DID YOU SAY IT?

Quiz by the Leader on the sentences in Section B, asking various members of the group: *hindustaanii-mẽẽ . . . -koo kiaa kahᵉtee hãĩ*".

SECTION D—HOW WOULD YOU SAY IT? (*Cont.*)

(Individual Study)

Prepare to give orally the Hindustani for each of the following sentences:

I.

1. Wait until the movie begins.
2. Don't ask me about this.
3. I need a haircut; where should I go?
4. Do you have to buy anything?
5. Do you have any brothers or sisters?
6. Do you have any money?
7. Please bring your elder brother's son with you.
8. Will your mother come with you?
9. I'll go to town with your brother.
10. Were you here with your brother?

II.

1. They are just showing the new house to their friends.
2. She does nothing for her friends.
3. The new servant does all the housework.
4. Don't wash my clothes; I'll wash them tomorrow.
5. She was thirsty but not hungry.
6. Take a rest (rest somewhat), and afterwards try to study.
7. Don't go to school without eating a meal.
8. Tell the servants to make the dinner ready.
9. Will you have some salt?
10. Your father wasn't sleeping when we were at your house.

III.

1. The weather isn't always like this.
2. I have no raincoat.
3. Have you got my umbrella, or yours?
4. The sky is clear.
5. There are no clouds in (on) the sky.
6. Sometimes there's no sunshine at all in the winter.
7. Where can I get an umbrella?
8. The wind is stronger today than yesterday.
9. You can't go out without your umbrella.
10. On account of the snow, it's dangerous to walk on the road.

IV.

1. Are you going to study Hindustani before going to India?
2. Do you need any books?
3. I'll give you my books, and you (please) give me your friends' (books).
4. Try to speak Hindustani.
5. (Give an) answer (of) my question before you ask your(s).

6. Is there any news in the newspaper this morning?
7. You aren't going to get any letters tomorrow.
8. I don't need electric lights in this house.
9. Put down the paper!
10. Weren't you ever in America?

V.

1. Some people get sick from riding in an airplane.
2. I am going to live at a new place this summer.
3. It takes money to enjoy one's self.
4. Ask the clerk how much the ticket costs.
5. Have you got a first-class ticket to Calcutta?
6. Traveling is difficult on account of the war.
7. After the war, traveling by airplane won't cost much.
8. These trains are always late.
9. Before taking [your] trip, check (send) your baggage.
10. We go to our place in the mountains every year.

SECTION E—HOW DID YOU SAY IT?

Quiz by the Leader on the work you did in Section D. Keep your book closed. The Leader will ask everybody to take turns in speaking sentences by saying: "*hindustaanii-mẽẽ . . . -koo kiaa kahᵉtee hãĩ.*" If you have a Guide, he will check on your pronunciation and the correctness of your Hindustani.

SECTION F—LISTENING IN (QUESTIONS)

To the Group Leader: Follow the instructions given in Section F of Unit 6.

Listen to the Guide or phonograph record twice. Be prepared to answer, in complete Hindustani sentences or phrases, the questions listed below on each particular conversation. If you cannot do this without hesitation, you need to review the previous *Listening In*'s.

Record 24A, beginning.

1. "*Movies or stage.*"
    1. Where is Mr. Das going tonight?
    2. What does Mr. Das tell Jim to do?

3. Does Jim want to go to the same place?
4. What about Jim's likes and dislikes?
5. What is Mr. Das' second suggestion?
6. Why does Mr. Das think it is important to hurry up?
7. Where is Jim going to go?

Record 24A, after 1st spiral.

2. "*Customs inspection.*"
   1. Who is Mr. Das?[1]
   2. Where is Mr. Ram Lal coming from?
   3. Where does the conversation take place?
   4. What does Mr. Das ask Mr. Ram Lal first?
   5. Where is Mr. Ram Lal's home?
   6. Where was Mr. Ram Lal half a year ago?
   7. How many pieces of baggage does he have?
   8. Is he going to stay at home for good now?
   9. Does he have to let Mr. Das see all his belongings?
   10. What does Mr. Das want to know about Mr. Ram Lal's baggage?
   11. What does Mr. Ram Lal say he has in his suitcases?
   12. How many suitcases is Mr. Ram Lal supposed to open?
   13. What does Mr. Das pick on?
   14. Does Mr. Das find any fault with the baggage?
   15. How much does Mr. Ram Lal have to pay?
   16. How do you know the raincoat is not in one of the big suitcases?
   17. How do you know it was not bought in America?

Record 24A, after 2nd spiral.

3. "*Newspapers.*[1]"
   1. Does Mr. Das know how to read and write?
   2. What is he doing?
   3. Where does the conversation take place?
   4. How often does the paper come?
   5. Why is Mr. Das dissatisfied with the local paper?
   6. What is his special interest?
   7. Should Jim buy his paper at the stand?
   8. How much is a Calcutta paper?
   9. What is Jim going to do?

Record 24B, beginning.

4. "*The new house.*[2]"
   1. Is the house ready to live in?

---

[1] The corresponding English word is used in Hindustani.

[1] By mistake, the records have *likh*--- instead of *paRh* --- in all four instances.

[2] *nahaanaa* 'to bathe'.

2. What do you know about the family of the speaker?
3. Does the speaker own the house?
4. Is it a very large building?
5. How many stories does it have?
6. Are the stories of about equal size?
7. How many rooms does it have?
8. Is there a bathroom on every floor?
9. Is it located in the city?
10. Is it necessary to go upstairs or downstairs in order to get from the dining room to the living room?
11. Are the bedrooms and the bathroom on the same floor?

Record 24B, after 1st spiral.

5. "*Das' Sister.*"

1. Is she a younger or older sister?
2. Has she been in good health?
3. Where does she live?
4. Does she live with her parents?
5. Does Jim know about her husband?
6. Does she have a job?
7. What does her husband do for a living?
8. Her husband recently changed his job. Did he change his line of work, too?
9. Why should he want to travel?
10. Has he been outside India?
11. Where would he like to go?
12. Is there a chance that he will, and when?

Record 24B, after 2nd spiral.

6. "*Das and Ram Lal are riding up the elevator. Ram Lal invites Das to look at his new office.*"

1. Have the two gentlemen met before?
2. Who is in the office besides the two gentlemen?
3. Is it a one-room place?
4. Mr. Das says some things about the new office are all right but others aren't. What does he like, and what does he dislike?
5. What does he think is wrong with the windows?
6. Did he know Mr. Ram Lal's old place?
7. Does Mr. Ram Lal deny what Mr. Das says?
8. What does he say used to be wrong with the old office?
9. Does he drive a car?

Record 24B, after 3rd spiral.

7. "*Simla.*"

1. What does the speaker say about the Himalaya mountains?
2. Where is Simla situated?

3. Does the speaker mention any rivers?
4. What is the climate of Simla, in Summer and Winter?
5. At what time of the year are there more people in Simla?
6. Some of the Indian government offices move from Delhi to Simla during the Summer months. Why?
7. Is the weather mostly cloudy in Simla?
8. Has the speaker ever been there?

SECTION G—CONVERSATION REVIEW

Hold a series of conversations, from one to two minutes each, on as many of the topics which have been developed in Units 1-12 as you can, combining and varying them as you wish. All members of the group should have a chance to take part.

KEY

This *Key* contains the solutions for the exercises in *Spoken Hindustani.* Remember that the answers in this key are typical ones, but not the only ones. There are always various ways of saying things in any language, and all are correct.

Occasionally, if a Hindustani question in an exercise refers to an individual situation instead of being answerable in general, the *Key* does not give you an answer, but it will show the question in English (between parentheses) so that you are sure you have understood the question.

p. 29	**p. 46**	**p. 61**
1. a	1. a	1. b
2. b	2. b	2. b
3. b	3. c	3. a
4. b	4. c	4. c
5. c	5. b	5. a
6. c	6. a	6. a
7. a	7. c	7. c
		8. b
		9. c
		10. a

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1. c
2. a
3. b
4. b
5. a
6. b
7. c

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8. deekh
9. jaanaa
10. aanaa čaah^{e}tii
11. bheej
12. kis-
13. kis-
14. aaee-gii
15. rahee-gaa

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1. doo aur čaar čhai hãĩ.	T
2. amriikaa-mẽẽ mandir bahot hãĩ.	F
3. meeraa beeTaa meerii biiuii-kii bahen hai.	F
4. kisaan loog bahot kaam nahĩĩ kartee.	T
5. masjid-mẽẽ sab loog juutee-kee saath jaatee hãĩ.	F

6. sab jahaazii loog dukaan-mẽẽ kaam kartee hãĩ. F
7. goošt dukaan-mẽẽ beečtee hãĩ. T
8. amriikaa-mẽẽ sab loog saRak-par khaanaa khaatee hãĩ. F
9. rooTii piitee hãĩ. F
10. garmii-mẽẽ goošt jaldii xaraab hootaa hai. T
11. ũũčii imaarat hameešaa aspataal hai. F
12. nadii-mẽẽ paanii hai. T
13. sab loog hindustaanii booltee hãĩ. F
14. *say it*-koo hindustaanii-mẽẽ "kahiiee" kah•tee hãĩ. T
15. anaar dhoonee-kee liiee aččhee hãĩ. F
16. amriikaa-see hindustaan-koo gaaRii nahĩĩ jaa saktee. T
17. takliif xaraab, aur xušii aččhii hai. T
18. sab loog rooz-rooz duudh-see dhootee hãĩ. F
19. ghar-mẽẽ čhat hameešaa uupar hai. T
20. puraanii imaarat hameešaa bahot baRii hai. F
21. khaanaa xariidnee-kee liiee kučh paisaa nahĩĩ lagtaa. F
22. sipaahii fauj-mẽẽ hai. T
23. meeree baap-kee baal-baččee nahĩĩ. F
24. eek haftee-mẽẽ tiin mangal hãĩ. F
25. dukandaar loog hameešaa kaalij-mẽẽ paRhtee hãĩ. F
26. paidal jaanee-kee liiee juutaa utaarnaa Thiik hai. F
27. hindustaan amriikaa-mẽẽ nahĩĩ. T
28. tarbuuz phal hai. T
29. laRkee hameešaa paRhnaa pasand kartee hãĩ. F
30. hooTal-mee hameešaa paaxaanaa hai. T
31. jahaazii loog čaaual nahĩĩ khaa saktee. F
32. puraanii rooTii bahot taazii hai. F
33. eek nadii-kee doo kinaaree hãĩ. T
34. hindustaanii-mẽẽ *Monday*-koo "ituaar" kah•tee hãĩ. F
35. nadii-kee paanii-par paidal nahĩĩ čal saktee. T
36. lifT uupar niičee jaatii hãĩ. T
37. gaaõõ-mẽẽ sab ghar ũũčee hãĩ. F
38. baaraa anDee eek darjan hai. T
39. aspataal biimaar loogõõ-kee liiee hai. T
40. bhuukaa hoonaa bahot aččhaa hai. F

(18 T; 22 F)

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1. salaam janaab. aap kaisee hãĩ.
2. meherbaanii. mãĩ bahot aččhaa hũũ.

3. mãĩ nahĩĩ samajhtaa.
4. dhiiree booliiee.
5. maaf kiijiiee, isTeešan kahãã hai.
6. baaĩĩ taraf jaaiiee, aur phir baaĩĩ taraf.

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7. hooTal siidhee hai.
8. mai sigreT čaahᵊtaa hũũ.
9. kiaa aap kučh khaanaa čaahᵊtee hãĩ?
10. us-kaa daam kiaa hai.

p. 82: II

1. aap kahãã-see hãĩ.
2. kiaa aap amriikaa pasand kartee hãĩ?
3. us-kaa kiaa naam hai.
4. uoo hindustaanii samajhtaa hai.
5. kiaa aap kal aa saktee hãĩ?
6. mai kab aaũũ.
7. janaab, iahãã Thairiiee.
8. saaheb-koo thooRaa kaam hai.
9. takliif mat-karoo.
10. aap-kee baal-baččee kahãã hãĩ.

III

1. meeraa xiaal hai kee aap-kaa naam raam laal hai.
2. meeree baRaa bhaaii fauj-mẽẽ hãĩ.
3. ab aap kahãã rahᵊtee hãĩ.
4. kiaa mãĩ aap-see kal mil saktaa hũũ?
5. mujh-koõ maaluuṃ nahĩĩ. meeraa xiaal nahĩĩ.
6. uoo ituaar-koo kaam kartaa hai.
7. kiaa aap us-koo jaantee hãĩ?
8. us-kaa peėšaa kiaa hai.
9. kal mangal hai.
10. us-kii bahen eek xuubsuurat laRkii hai.

IV

1. isTeešan iahãã-see bahot duur nahĩĩ.
2. mãĩ ajnabii hũũ.

3. mãĩ thooRee paisee-kee liiee aap-koo mašhuur jaghẽẽ dikhaaũũ-gaa.
4. kitnaa uaḳt lagtaa hai?
5. aasaanii-see paidal jaa saktee hãĩ.
6. ham-koo bahot uaḳt hai.
7. iee mandir hai iaa masjid.
8. čhat bahot ũũčii hai.
9. meeraa doost thakaa hai.
10. ham jaldii niičee aaẽẽ-gee.

V

1. mãĩ kučh duudh xariidnaa čaahᵊtaa hũũ.
2. mãĩ aspataal-mẽẽ hũũ.
3. hamaaree-paas sab ḳisim-kaa khaanaa hai.
4. kiaa iee taazaa hai?
5. iee jaldii xaraab hootaa hai.
6. šaaed kisaan loog aaẽẽ-gee.
7. mãĩ kiõõ puučhũũ.
8. meeraa doost meeree saath gaaõõ-koo jaaee-gaa.
9. iee mãhᵊgaa hai.
10. kiaa aap narangiiãã beečtee hãĩ?

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1. masjid-kee dahᵊnii taraf hooTal hai.
2. aaj duudh aččhaa hai.
3. dukaan uahãã nahĩĩ hai. siidhee hai.
4. aaj kiaa din hai.
5. mãĩ das sigreT čaahᵊtaa hũũ.
6. anDee bahot mãhᵊgee hãĩ.
7. kiaa aap iee čaahᵊtee hãĩ iaa uoo.
8. mãĩ uoo čaahᵊtaa hũũ.
9. kiaa aap goošt khaanaa pasand kartee hãĩ?
10. iahãã khaanaa xaraab hai.

II

1. aap-kaa naam kiaa hai.
2. uoo hindustaanii booltaa hai.
3. leekin uoo dhiiree booltaa hai.

4. hindustaanii booliiee. mãĩ samjhtaa hũũ.
5. mãĩ kahãã jaaũũ.
6. meeree saath zaruur jaaiiee.
7. kiaa kal Thiik hai?
8. andar aaiiee. mãĩ bahot xuš hũũ.
9. mãĩ aap-see mil-kar bahot xuš hũũ.
10. mãĩ amriikaa-mee paRhnee-kee liiee jaaũũ-gaa.

III

1. meeraa xiaal hai kee uoo iahãã hai.
2. kiaa aap us-kaa naam jaantee hãĩ?
3. uoo loog jahaazii aur sipaahii hãĩ.
4. mãĩ dukandaar-see milnaa čaahᵊtaa hũũ.
5. janaab, dukandaar-koo thooRaa kaam dii.
6. uoo kal dukaan-mẽẽ kaam karee-gaa.
7. meeraa čhooTaa bhaaii eek doost-kee saath rahᵊtaa hai.
8. meeree doost paidal čalnaa bahot pasand kartee hãĩ.
9. meeraa bhaaii bhii pasand kartaa hai.
10. leekin uoo paRhnaa bhii pasand kartaa hai.

IV

1. mãĩ aap-koo šaher dikhaanaa čaahᵊtaa hũũ.
2. thooRaa uakt lagee-gaa.
3. aap mujh-koo kiaa dẽẽ-gee.
4. iee mooTar kitnii duur jaatii hai.
5. janaab, paidal mat-jaaiiee. iee bahot duur hai.
6. meeraa xiaal hai kee hamaaree paas kaafii paisaa hai.
7. janaab, mujh-koo paisee pahᵊlee diijiiee.
8. is imaarat-mee kooii lifT nahĩĩ.
9. lifT niičee hai.
10. kiaa mai niičee paidal čalũũ?

V

1. kiaa mai uoo beečũũ, iaa aur xariidũũ.
2. uoo loog gaaõõ-see phal aur anDee laatee hãĩ.
3. un-kee phal xaraab aur bahot mãhᵊgee hãĩ.
4. uoo bahot paisaa leetee hãĩ.
5. kiaa mãĩ uoo hooTal-mẽẽ bheejũũ iaa aspataal-mẽẽ.

6. aap-kee doost-kaa kiaa naam hai.
7. janaab, kiaa aap paisaa fauran dẽẽ-gee ?
8. uoo fauran bheejoo.
9. mãĩ narangiiãã lũũ-gaa.
10. uoo aspataal-see kab aaee-gaa.

p. 85

1. *"Do you want to stay in India ?"*

Das: kiaa aap hindustaan-mẽẽ kuč̌h haftee aur rahᵉ sakẽẽ-gii ?
Mary: šaaed rahᵉ sakũũ. leekin mãĩ nahĩĩ čaahᵉtii.
Das: kiõõ,
Mary: mãĩ garmii pasand nahĩĩ kartii.
Das: garmii, meeree liiee bahot Thiik hai.
Mary: aap too hindustaan-kee hãĩ, aur mãĩ amriikan hũũ janaab.
mãĩ uaapas jaanaa čaahᵉtii hũũ.

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2. *"Where do you work ?"*

Jim: aap-kaa peešaa kiaa hai.
Das: mãĩ sipaahii hũũ, leekin abhii kisaan-kaa kaam kartaa hũũ.
Jim: aap kahãã kaam kartee hãĩ;
Das: baap-kee liiee.
Jim: too aap-kee baap is gaaõõ-mẽẽ rahᵉtee hãĩ ?
Das: jii nahĩĩ.
gaaõõ-mẽẽ un-kii eek jagaa too hai.
leekin abhii uoo šaher-mẽẽ rahᵉtee hãĩ.

3. *"When can I meet you for dinner ?"*

Jim: salaam.
Das: salaam.
Jim: kiaa aap kal šaher-mẽẽ rahẽẽ-gee ?
Das: mujh-koo maaluum nahĩĩ.
šaaed gaaõõ-koo kal uaapas jaaũũ.
Jim: aaj mãĩ aap-see mil saktaa hũũ ?
Das: baRii xušii-see janaab,
too ham doonõõ baaraa bajee khaanaa khaaẽẽ.
Jim: aččhaa janaab. hooTal-mẽẽ milũũ-gaa. salaam.
Das: xudaa haafiz.

4. *"Do you know Dick Miller ?"*

Das: kiaa aap Dick Miller-koo jaantee hãĩ ?

Jim: jii hãã. uoo too meeree puraanee doost hãĩ.
Das: aap-koo maaluum hai uoo abhii kaḥãã rahᵉtee hãĩ?
Jim: meeree ghar-mẽẽ.
Das: aččhaa too uoo šaher-mẽẽ kab-see hãĩ.
Jim: sirf eek ghanTee-see.
Das: un-see milnee-kee liiee, kiaa aap-kee saath aa saktaa hũũ?
Jim: aaiiee janaab. xušii-see.

5. "*Jim gets lost with his car.*"

Jim: bhaaii, mãĩ iahãã ajnabii hũũ.
kiaa aap aspataal-kii saRak dikhaa saktee hãĩ?
Das: iee sirf čhooTaa gaaõõ hai, aur iahãã aspataal nahĩĩ.
leekin iahãã-see bahot duur šaher-mẽẽ baRaa aspataal hai.
Jim: kiaa uoo fauj-kaa aspataal hai?
Das: jii hãã jii hãã.
kiaa aap abhii uahãã jaanaa čaahᵉtee hãĩ?
Jim: zaruur zaruur. kiõõ-kee mujh-koo bahot uaḳt nahĩĩ.
aap jaantee hãĩ kee mãĩ sipaahii hũũ?
Das: aap siidhee jaaiiee, aur nadii-kee ḳariib, dahᵉnii taraf jaaiiee.
aur uahãã aap baRii imaarat deekhẽẽ-gee?
uoo aspataal hai.
Jim: šukriiaa janaab.
Das: kučh baat nahĩĩ, xudaa haafiz.

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6. "*Charlie's family and the war.*"

meeraa naam *Charlie Jones* hai.
mãĩ jahaazii hũũ.
meeree doo bhaaii sipaahii hãĩ.
eek abhii hindustaan-mẽẽ hai,
aur duusraa *Australia*-mẽẽ šaaed jaaee.[1]
meerii bahᵉnẽẽ bhii, aspataal-mẽẽ, *Red Cross*-kaa kaam kartii hãĩ.
afsoos-kii baat, kee meeree baap, fauj-kaa kaam nahĩĩ kar saktee,
kiõõ-kee aččhee nahĩĩ.
mãĩ jahaazii hũũ,
aaj amriikaa-mẽẽ, kal duusrii jagaa,
jahaazii-koo, kabhii nahĩĩ maaluum, uoo kahãã jaaee-gaa.

7. "*Das is looking for a job.*"

Jim: aap kaun hãĩ, aur kiaa čaahᵉtee hãĩ.

---

[1] The records have "*Australia.* šaaed jaaee.," by mistake.

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Das: mãĩ kaam čaah^{e}taa hũũ.
kiaa aap-kee paas kučh kaam hai?
Jim: aap-kaa peešaa kiaa hai.
Das: mãĩ mooTar-kaạ kaam kartaa hũũ.
Jim: meeree paas, abhii is ķisim-kaa kaam nahĩĩ.
leekin doo haítee-mẽẽ phir aaiiee.
meeraa xiaal hai kee meerii biiuii-kee bhaaii-kii[1] mooTar xaraab hai.
mãĩ us-see puučhũũ-gaa.

8. "*Bargaining.*"

Jim: kiaa aap-kii dukaan-mẽẽ anDee hãĩ?
Das: bahot, janaab, bahot.
Jim: darjan-kaa daam kiaa hai.
Das: das aanee, giaaraa aanee, aur teeraa.
aap kis ķisim-kee čaah^{e}tee hãĩ.
Jim: taazee anDõõ-kaa daam kiaa hai.
Das: taazee anDõõ-kaa daam, pandraa aanee hãĩ.
Jim: kiõõ. iee too bahot mãh^{e}gee hãĩ.
Das: taazee, janaab, iee taazee hãĩ.
Jim: mãĩ sirf čaudaa aanee dũũ-gaa.
Das: aaj nahĩĩ. kal aaiiee.
Jim: too mãĩ hameešaa duusrii dukaan-mẽẽ jaaũũ-gaa.
Das: nahĩĩ janaab. iee aap-kii dukaan hai. maaf kiijiiee.

9. "*Jim goes to see Mr. Das at his house.*"

Jim: kiaa daas saaheb ghar-par hãĩ?
Husein: abhii aspataal-mẽẽ hãĩ janaab.
Jim: kab uaapas aačẽẽ-gee.
Husein: mujh-koo maaluum nahĩĩ.
meeree xiaal-mẽẽ, sirf thooRaa uaķt lagee-gaa.
Jim: kiaa giaaraa bajee uaapas aaũũ?
Husein: jii hãã zaruur; giaaraa bajee Thiik hoo-gaa.
Jim: daas aspataal-mẽẽ kiõõ hãĩ.
Husein: un-kee bhaaii aččhee nahĩĩ.
Jim: afsoos-kii baat.
too kis aspataal-mẽẽ hãĩ.
šaaed mãĩ un-koo deekhnee-kee liiee jaaũũ.

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[1] The records have -kaa. mooTar is sometimes used as a masculine noun.

Here are the answers to the questions on pp. 85–86:

1

1. hindustaan-mẽẽ.
2. amriikaa-see.
3. nahĩĩ.
4. uaapas jaanaa čaahᵉtii hai.
5. garmii pasand nahĩĩ kartii.
6. us-kee liiee garmii Thiik hai.
7. maaluum nahĩĩ.
8. nahĩĩ.

2

1. gaaõõ-mẽẽ.
2. nahĩĩ.
3. nahĩĩ.
4. nahĩĩ.
5. šaher-mẽẽ.
6. gaaõõ-mẽẽ eek jagaa.
7. maaluum nahĩĩ.

3

1. šaher-mẽẽ.
2. hãã.
3. hãã.
4. šaaed kal gaaõõ-koo aaee.
5. hooTal-mẽẽ milẽẽ-gee.
6. gaaõõ-mee.
7. maaluum nahĩĩ.

4

1. *Jim*-kaa doost hai.
2. sirf daas us-koo nahĩĩ jaantaa.
3. *Jim*-kee ghar-mẽẽ.
4. nahĩĩ.
5. *Jim*-kee ghar-koo.
6. eek ghanTee-see.
7. *Dick Miller*-see milnaa čaahᵉtaa hai.

5

1. aspataal-koo.
2. hãã.
3. eek čhooTee gaaõõ-mẽẽ.
4. sipaahii hai.
5. nahĩĩ.
6. šaher-mẽẽ.
7. fauj-kaa hai:
8. baRii imaarat hai.

6

1. *Charlie Jones.*
2. jahaazii hai.
3. doo.
4. eek bhaaii.
5. aspataal-mẽẽ kaam kartii hãĩ.
6. maaluum nahĩĩ.
7. aččhee nahĩĩ.
8. maaluum nahĩĩ.

7

1. nahĩĩ.
2. nahĩĩ.
3. mooTar-kaa kaam kartaa hai.
4. doo haftee-mẽẽ.
5. maaluum nahĩĩ.
6. maaluum nahĩĩ.

8

1. dukaan-mẽẽ.
2. dukaan-kaa kaam kartaa hai.
3. anDee čaahᵉtaa hai.
4. anDee taazee hãĩ.
5. čaar kisim-kee.
6. pããč-aanee-see aaTh aanee-tak.
7. sirf čaudaa aanee deenaa čaahᵉtaa hai.
8. nahĩĩ.
9. hãã.

9

1. hãã.
2. nahĩĩ.
3. nahĩĩ.
4. sirf thooRaa uakt.
5. nahĩĩ.
6. giaaraa bajee-see pah·lee.

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1. a

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2. c
3. c
4. b
5. a
6. b
7. thii
8. thaa
9. thee
10. thĩĩ
11. imaartẽẽ
12. laRkiiãã
13. (What's your name ?)
14. (Do your children live here ?)
15. (What does your friend do for a living ?)
16. (Do you like the movies ?)
17. (What day is today ?)
18. (When will you go to town ?)
19. (How long does it take to go to the station ?)
20. (Do you want to smoke a cigarette ?)

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1. lagtee

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2. leetaa
3. laataa
4. dikhtaa
5. dikhaaee-gii
6. nahĩĩ deekh
7. kartee
8. kah^{e}tee
9. khaatee
10. nazdiik
11.[1] gariib
12. xaraab
13. a
14. a
15. b
16. b
17. b
18. c

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19. (How are your parents ?)
20. (Do you have children ?)
21. (Since when have you been here ?)
22. (How old are you ?)
23. (Does anybody else stay with you ?)
24. (Where does your father work ?)
25. (Do you like your food without salt ?)

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1. -kii uajaa-see
2. -kii taraa
3. sipaahiiõõ-kee liiee
4. khaanee-kee saath
5. -kee liiee
6. us-kee bagair
7. apnii

---

[1] *precedes* aadmii

8. meerii . . . meeree
9. meerii . . . apnee
10. meeraa
11. apnaa
12. khaa rahaa
13. khaataa
14. kar rahaa
15. a
16. b
17. b
18. c
19. (Do you like the weather around here ?)
20. (Do you like rain better than fog ?)
21. (How will you get money ?)
22. (Is the sun visible ?)

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23. (What kind of a coat is best for rainy weather ?)
24. (How long will you stay here ?)
25. (Is it cooler today than it was yesterday ?)
26. (Why do you live here ?)
27. (Do you like your work ?)

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1. xatraa
2. xabar
3. axbaar
4. kursiiãã
5. kitaabẽẽ
6. khiRkiiãã
7. aatee
8. aa rahee
9. siikhtee
10. sikhaataa
11. šoor kartee
12. ġaltiiãã kartee
13. šuruu hootaa
14. b
15. c

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16. a
17. c
18. (How many students are there in this class ?)
19. (What is your teacher's name ?)
20. (What do you study ?)
21. (Is there any news in the newspaper ?)
22. (What paper do you read ?)
23. (Where do you put your coat ?)
24. (How many chairs are there in this room ?)
25. (Ask your friend a question !)

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1. čhuTTii
2. čhatrii
3. baahar
4. pahaaRõõ-koo
5. kabhii
6. kab
7. jab
8. rahᵊtee hãĩ
9. hoo
10. rahoo-gee
11. kis
12. kisii
13. b
14. c
15. a
16. (How old are you ?)
17. (When will you get a vacation ?)
18. (Do you like to travel ?)
19. (What will you do after the war ?)
20. (Do you think it will be raining tomorrow ?)
21. (What color is your coat ?)
22. (Were you ever in the mountains ?)
23. (How many storeys are there in this building ?)
24. (Do you like a train better than a ship ?)
25. (Ask someone a question !)

p. 163

1. čããd har raat-koo dikhtaa hai. F
2. har jauaan aadmii šaadii-šudaa hai. F
3. baraf garam nahĩĩ. T
4. eek haftee-mēē budh jumraat-kee pahᵊlee hootaa hai. T
5. eek din-mēē aThaais-see ziaadaa ghanTee hootee hãĩ. F
6. baaeskoop aur sinamaa eek čiiz hãĩ. T
7. hindustaan-mēē kooii nadiiãã nahĩĩ. F
8. kohᵊree-mēē deekhnaa muškil hai. T
9. paččiis ikkais-see kam hai. F
10. hušiaar loog beeoķuuf hãĩ. F

11. dhuup suuraj-see hootii hai. T
12. eek haftee-mēē čaubiis ghanTee hootee hãĩ. F
13. axbaar-mēē kabhii galtiiaa nahĩĩ. F
14. amriikaa-mēē pahaaR nahĩĩ. F
15. amriikan loog subaa-koo kučh nahĩĩ khaatee. F
16. iskuul-kee kamrōō-mēē meezēē hãĩ. T
17. xat likhnee-kee liiee kaagaz čaahiiee. T
18. axbaar-kii sab xabrēē laRaaii-kii baabat hãĩ. F
19. baadal saxt hãĩ. F
20. amriikaa-mēē bahot aurtēē baal kaTaatii hãĩ. T

21. hauaa-see kabhii kabhii šoor hootaa hai. T
22. hindustaan-see amriikaa-koo jahaaz-see jaanaa muškil hai. T
23. pahaaRōō-par aab-o-hauaa niičee-kii jaghōō-see ziaadaa garam hai. F
24. biimaar loogōō-koo aaraam karnaa čaahiiee. T
25. amriikaa-mēē meezōō-par baiThnaa Thiik nahĩĩ. T
26. khiRkiiōō-see roošnii kamree-kee andar aatii hai. T
27. ummiid aur [illegible] eek čiiz hãĩ. F
28. likhnaa hameešaa xatarnaak hai. F
29. kamree kabhii kabhii saaf karnaa čaahiiee. T
30. gariib loogōō-kee paas bahot paisaa nahĩĩ. T

31. mailee kapRee dhoonaa čaahiiee. T
32. piaasaa aadmii hameešaa bhuukaa bhii hai. F
33. har aadmii apnii mãã-kii bahᵊnōō-kaa bhaaii hai. F
34. jab aasmaan saaf hoo, too zaruur baariš hoo-gii. F
35. eek saal-mēē baaraa baras hãĩ. F
36. baariš-mēē čalnee-see kisii-koo zukaam hootaa hai. T

37. jab baariš šuruu hoo, too aasmaan-par bilkul badal nahii. F
38. sab taalib-ilm bahot hušiaar hãĩ. F
39. baraf-see baariš-kaa paanii garam hai. T
40. kaagaz khaanee-mẽẽ bahot mazeedaar hai. F

(22F; 18 T)

p. 163: I

1. tamaašaa aččhaa thaa.
2. kiaa mãĩ aap-kee saath aaũũ?
3. aap kal raat kahãã thee.
4. aap-kii kitnii bahᵊnẽẽ hai.
5. gaanaa bajaanaa mazeedaar thaa.
6. uoo biimaar thii.
7. sinamaa jaldii šuruu hoo-gaa.
8. khaanee-kee baad baal kaTaaiiee.
9. tamaašee-koo jaanee-kee pahᵊlee, uoo hamaaree ghar-mee thaa.
10. laRkiiãã šaher-mee thĩĩ.

p. 163: II

1. mãĩ apnii mãã-kii ghar-mẽẽ rahũũ-gaa.
2. meeraa xiaal hai kee uoo aččhee hãĩ.
3. meeraa xiaal hai kee uoo aččhii hãĩ.
4. mujh-koo naee kaarxaanee dikhaaiiee.
5. us-kii kitnii bahᵊnẽẽ thĩĩ.
6. aap-kee baap-kii kiaa umar hai.

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7. uoo kab šaadii karee-gaa.
8. aap-koo kučh kaam hoo-gaa? mujh-koo afsoos hai.
9. us-keẽ kapRee dhooiiee.
10. un loogõõ-koo soonaa hai.

III

1. kaarxaanaa kis taraf hai.
2. meerii čhatrii diijiiee.
3. mujh-koo apnii čhatrii diijiiee.
4. mãĩ mooTar kahãã-see laaũũ.
5. mai kohᵊraa xatam hoonee-tak Thairũũ-gaa.

6. garmii xatam hoonee-tak Thairiiee.
7. ab baariš nahĩĩ hoo rahii hai; leekin kal zaruur hoo-gii.
8. kapRee mailee hãĩ.
9. garmii-mẽẽ is taraf bahot dhuup hootii hai.
10. aap-koo kis ķisim-kaa tamaašaa sab-see ziaadaa pasand hai.

IV

1. hamaaraa kooii ustaad nahĩĩ.
2. kiaa aap har rooz zabaanẽẽ paRhaatee hãĩ?
3. čup rahiiee.
4. us-koo kahiiee kee čup rahoo.
5. meez-kee uupar mat-baiThiiee.
6. ustaad us-koo kahee-gaa kee ziaadaa paRhoo.
7. tum bahot galtiiãã kartee hoo.
8. un-koo in kursiiõõ aur meezõõ-kii zaruurat nahĩĩ.
9. iee kursiiãã TuuTii hãĩ.
10. kiaa uoo is kaam-kee liiee aččhii hai?

V

1. mujh-koo is saal čhuTTii nahĩĩ milee-gii.
2. safar karnaa mãhᵊgaa aur xatarnaak hai.
3. meeree xiaal-mẽẽ is-mẽẽ kooii xatraa nahĩĩ.
4. uahãã jaanee-mẽẽ aThaaraa rupaee ziaadaa nahĩĩ lagee-gaa.
5. mazaa karoo.
6. aap kis ķisim-kaa TikiT xariidnaa čaahiiee.
7. mujh-koo eek aanee jaanee-kaa aur doo jaanee-kee TikiT čaahiiee.
8. apnaa bakas isTeešan-kee baahar mat-čhooRoo.
9. uahãã bhii mat-rakhoo.
10. baabuu šaaed aap-koo duusrõõ-kee kooT dee, kiõõ-kee uoo beeokuuf hai.

p. 165: I

1. sinamaa šuruu hoonee-tak Thairiiee.
2. is-kii baabat mujh-see na-puučhiiee.
3. mujh-koo baal kaTaanee-kii zaruurat hai.
4. mãĩ kahãã jaaũũ.
5. kiaa aap-koo kučh xariidnee-kii zaruurat hai?

6. kiaa aap-koo kooii bhaaii aur bahᵊnẽẽ hãĩ?
7. apnee baRee bhaaii-kaa laRkaa apnee saath laaiiee.
8. kiaa apnii mãã aap-kee saath aaee-gii?
9. mãĩ aap-kee bhaaii-kee saath šaher jaaũũ-gaa.
10. kiaa aap apnee bhaaii-kee saath iahãã thee?

II

1. uoo apnaa naiaa ghar apnee doostõõ-koo dikhaa rahee hãĩ.
2. uoo apnee doostõõ-kee liiee kuč̌h nahĩĩ kartii hãĩ.
3. naiaa naukar ghar-kaa sab kaam kartaa hai.
4. meeree kapRee mat-dhooiiee. mãĩ dhooũũ-gaa.
5. uoo piaasii thii. bhuukii nahĩĩ.
6. kuč̌h aaraam karnee-kee baad paRhnee-kii koošiš karoo.
7. khaanaa khaanee-kee bag̣air iskuul-koo mat-jaaoo.
8. naukarõõ-koo kahoo kee khaanaa taiiaar karẽẽ.
9. aap-koo kuch namak čaahiiee?
10. jab ham aap-kee ghar-mẽẽ thee, too aap-kee baap soo nahĩĩ rahee thee.

III

1. mausam hameešaa aisaa nahĩĩ hootaa.
2. meeree paas barsaatii nahĩĩ hai.
3. kiaa aap-kee paas meerii č̌hatrii hai iaa apnii.
4. aasmaan saaf hai.
5. aasmaan-mẽẽ baadal nahĩĩ hãĩ.
6. kabhii kabhii ThanDii-mẽẽ bilkul dhuup nahĩĩ hootii.
7. mujh-koo č̌hatrii kahãã milee-gii.
8. hauaa aaj kal-see teez hai.
9. aap č̌hatrii-kee bag̣air baahar nahĩĩ jaa saktee.
10. baraf-kii uajaa-see saRak-par čalnaa xatarnaak hai.

IV

1. kiaa aap hindustaan jaanee-kee pahᵊlee hindustaanii paRhẽẽgee?
2. kiaa aap-koo kuč̌h kitaabõõ-kii zaruurat hai?
3. mai aap-koo apnii kitaabẽẽ dũũ-gaa, aur aap apnee doost-kii kitaabẽẽ mujh-koo diijiiee.
4. hindustaanii boolnee-kii koošiš karoo.

5. apnee sauaal puučhnee-kee pah·lee meeree sauaal-kaa jauaab doo.
6. kiaa is subaa axbaar-mẽẽ kučh xabar hai?
7. tum-koo kal kooii xat nahii milẽẽ-gee.
8. mujh-koo is ghar-mẽẽ bijlii-kii battiõõ-kii zaruurat nahĩĩ.
9. kaagaz rakh doo.
10. kiaa aap amriikaa-mẽẽ pah·lee kabhii nahĩĩ thee ?

V

1. kučh loog hauaaii jahaaz-mẽẽ jaanee-see biimaar hoo jaate hãĩ.
2. mãĩ is garmii-mẽẽ eek naii jagaa-par rahũũ-gaa.
3. mazaa karnee-kee liiee paisee-kii zaruurat hai.
4. baabuu-see puučhiiee kee TikiT-kaa kiaa daam hai.
5. kiaa aap-kee paas kalkattaa jaanee-kee liiee pah·lee darjee-kaa TikiT hai ?
6. laRaaii-kii uajaa-see safar karnaa muškil hai.
7. laRaaii-kee baad hauaaii jahaaz-mẽẽ safar karnaa ziaadaa mãh·gaa nahĩĩ hoo-gaa.
8. iee gaaRiiãã hameešaa deer-mẽẽ aatii hãĩ.
9. safar karnee-kee pah·lee apnaa saamaan bheej doo.
10. ham har saal pahaaRõõ-mẽẽ apnee ghar jaatee hãĩ.

p. 166

1. "*Movies or stage.*"

Das: šaam-koo sinamee-mẽẽ jaanee-kee liiee meeree saath aaẽẽ, janaab.
Jim: mujh-koo sinamee-mẽẽ mazaa nahĩĩ aataa.
Das: leekin šaam-koo eek bahot mašhuur naaTak deekh saktee hãĩ, uahãã loog sab-see aččhaa tamaašaa kartee hãĩ. aur mujh-koo maaluum nahĩĩ kee kab šaher-koo uaapas aaẽẽ.
Jim: Thiik janaab. sinamaa too hameešaa deekh saktee hãĩ.

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2. "*Customs inspection.*"

Das: aap kahãã-see aatee hãĩ janaab.
Ram Lal: nuuiaark-see.

204

Das: aap hindustaan-mẽẽ kahãã rahᵊtee hãi.
Ram Lal: bambaii-mẽẽ janaab.
Das: aap kab-tak amriikaa-mẽẽ thee.
Ram Lal: eek baras.
Das: aur abhii kab-tak hindustaan-mẽẽ rahẽẽ-gee.
Ram Lal: mujh-koo maaluum nahĩĩ. baahar jaanee-kii kučh aur zaruurat nahĩĩ.
Das: kiaa iee aap-kaa saamaan hai ?
Ram Lal: iee doo baRee aur pããč čhooTee bakas meeree hãĩ.
Das: in-mẽẽ kiaa hai. kučh naii čiizẽẽ ?
Ram Lal: jii nahĩĩ. naii čiizẽẽ too kooii nahĩĩ.
sirf puraanee kapRee, kitaabẽẽ, kaġaz, uaġairaa uaġairaa.
Das: dikhaaiiee janaab.
Ram Lal: sab bakas dikhaaũũ ?
Das: sirf čhooTee.
iee kiaa hai. barsaatii ?
Ram Lal: barsaatii too hai. leekin naii nahĩĩ.
Das: Thiik janaab.

3. *"Newspapers."*

Jim: tum kiaa paRh rahee hoo.
Das: axbaar hai. mãĩ rooz paRhtaa hũũ.
Jim: is šaher-kaa sab-see aččhaa axbaar kaun hai.
Das: is šaher-kee axbaar mãĩ kabhii nahĩĩ paRhtaa.
in-mẽẽ kuch baRii xabrẽẽ nahĩĩ.
aur bilkul mazeedaar nahĩĩ.
mãĩ bambaii aur kalkattee-kee axbaar ziaadaa pasand kartaa hũũ.
un-mẽẽ laRaaii-kii baabat sab xabrẽẽ miltii hãĩ.
Jim: kalkattee-kee axbaarõõ-kaa is jagee kiaa daam hai.
Das: har rooz axbaar xariidnee-mẽẽ eek aanaa.
leekin baras-kee liiee leenee-mẽẽ kam hai.
Jim: šaaed mãĩ bhii kalkattee-kee axbaar paRhũũ.

4. *"The new house."*

meeree uaaldain naee ghar-mee rahᵊtee hãĩ.
ghar doo darjee-kaa hai.
niičee-kee darjee-par čaar kamree hãĩ.
doo rahᵊnee-kee kamree,

eek likhnee paRhnee-kaa kamraa.
aur eek khaanee-kaa kamraa,
uupar-kee darjee-par tiin soonee-kee kamree aur eek nahaanee-kaa kamraa hai.
ghar šaher-kee ḳariib hai.

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5. "*Das' sister.*"

Jim: aap-kii bahen kaisii hãĩ.
Das: meherbaanii. un-koo kuč̌h buxaar thaa, leekin abhii ač̌č̌hii hãĩ.
Jim: kiaa abhii-tak madraas-mẽẽ rahᵊtii hãĩ?
Das: jii hãã. un-kee xããuind thooRtee din-see duusraa kaam kartee hãĩ.
Jim: kiaa uoo abhii-tak iskuul-mẽẽ paRhaatee hãĩ?
Das: kaalij-mee zabaanẽẽ paRhaatee hãĩ.
Jim: ač̌č̌haa.
kiaa uoo kabhii hindustaan-kee baahar safar-mẽẽ thee?
Das: nahĩĩ. leekin ummiid hai kee eek saal-kee baad amriikaa-kaa safar karẽẽ.
Jim: mai bahot xuš hũũ. xudaa haafiz.
Das: salaam.

6. "*Das and Ram Lal are riding up the elevator. Ram Lal invites Das to look at his new office.*"

Ram Lal: aap-kaa naiaa daftar kis darjee-par hai.
Das: is darjee-mẽẽ hai. kiaa aap deekhnaa čaahᵊtee hãĩ?
Ram Lal: aaoo čalẽẽ. dikhaaoo.
Das: andar čaliiee. kooii aur andar nahĩĩ.
kiaa daftar pasand hai?
Ram Lal: puraanaa daftar is-see ač̌č̌haa thaa.
is-mẽẽ kamree too baRee hãĩ, aur kaafii jagaa hai,
leekin andheeraa dikhtaa hai, kiõõ-kee kaafii khiRkiiãã nahĩĩ.
Das: iee Thiik hai.
leekin puraanaa daftar hamaaree ghar-see duur thaa.
mooTar-kee bagair aanaa jaanaa muškil thaa.
iee jagaa ghar-kee ḳariib hai,
aur paidal jaanaa aasaan hai.

7. "*Simla*"

hindustaan-mẽẽ bahot baRii baRii mašhuur nadiiãã hãĩ.
sab-see ũũčee pahaaR-kaa naam himaaliiaa hai.
us-par šimlaa baRaa šaher hai.
aur uahãã ThanDii-mẽẽ bahot baraf girtii hai.
leekin garmii-mẽẽ uahãã-kii aab-o-hauaa bahot aččhii hai.
aasmaan hameešaa saaf hai.
bahot loog garmii-mẽẽ madraas aur bambaii uagairaa-see šimlee-koo jaatee hãĩ.

Here are the answers to the questions on pp.166–168:

I

1. sinamee-koo.
2. kiaa meeree saath aaẽẽ-gee?
3. nahĩĩ.
4. sinamaa nahĩĩ pasand kartaa, leekin naaTak pasand kartaa hai.
5. naaTak-koo jaaẽẽ.
6. us-koo maalum nahĩĩ kee šaher-koo kab uaapaas aaee-gaa.
7. naaTak-koo jaataa hai.

2

1. *inspector* hai.
2. nuuiaark-see.
3. bambaii-mẽẽ.
4. aap kab-tak amriikaa-mẽẽ thee?
5. hindustaan-mẽẽ.
6. amriikaa-mẽẽ.
7. saat.
8. hãã.
9. sirf čhooTee bakas.
10. kučh naii čiizẽẽ hãĩ?
11. sirf puraanee kapRee, kaagaz, kitaabẽẽ.
12. pããč.

3

1. hãã.
2. axbaar paRh raahaa hai.
3. eek šaher-mẽẽ.
4. har rooz.
5. is-mẽẽ kučh baRii xabrẽẽ nahĩĩ.

6. laRaaii-kii baabat sab xabrẽẽ.
7. maaluum nahĩĩ.
8. har rooz xariidnee-mẽẽ eek aanaa.
9. kalkattee-kaa axbaar paRhee-gaa.

4

1. hãã.
2. un-kee uaaldain eek naee ghar-mee rah^{e}tee hãĩ.
3. maaluum nahĩĩ.
4. nahĩĩ.
5. doo.
6. haa.
7. saat *or* aaTh.
8. nahĩĩ.
9. šaher-kee ķariib.
10. nahĩĩ.
11. hãã.

5

1. maaluum nahĩĩ.
2. nahĩĩ. kučh buxaar thaa.
3. madraas-mẽẽ.
4. nahĩĩ. xããuind-kee saath.
5. maaluum nahĩĩ.
6. maaluum nahĩĩ.
7. paRhaatee hãĩ.
8. nahĩĩ.
9. zabaanẽẽ paRhaatee hãĩ.
10. nahĩĩ.
11. amriikaa-koo.
12. hãã. eek saal-kee baad.

6

1. hãã.
2. kooii nahĩĩ.
3. nahĩĩ.
4. kamree baRee hãĩ aur kaafii jagaa hai. leekin andheeraa dikhtaa hai.
5. kaafii nahĩĩ.
6. hãã.
7. nahĩĩ.

8. mooTar-kee bagair aanaa jaanaa muškil thaa.
9. nahĩĩ.

7

1. sab-see ũũčaa pahaaR hai.
2. himaaliiaa pahaaRõõ-par.
3. bahot baRii baRii hai.
4. garmii-mẽẽ aččhii hai, leekin ThanDii-mee bahot baraf girtii hai.
5. ThanDii-mẽẽ.
6. aab-o-hauaa-kii uajaa-see.
7. nahĩĩ. aasmaan saaf hai.
8. maaluum nahĩĩ.

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1. b
2. b
3. a
4. uoo hameešaa aab-o-hauaa-kii baabat baatčiit kartaa hai.
5. taķriiban teeraa taalib-ilm darjee-mẽẽ hãĩ.
6. ham guzree saal nuuiaark-mẽẽ thee.
7. ham duusree saal hindustaan-koo jaaẽẽ-gee.
8. saaRhee saat bajee khaanaa xatam kartaa hai.
9. sinamaa sauaa aaTh bajee xatam hootaa hai.
10. baariš šuruu hoonee-kee baad mujh-koo barsaatii čaahiiee.
11. aap kab likhnaa šuruu kartee hãĩ.
12. uoo likhnee-kii koošiš kartaa hai.
13. us-kii daauat karẽẽ.
14. juutee-kii marammat karaanaa čaahᵊtaa hũũ.
15. kiaa uaķt hai.
16. aap hindustaan-mẽẽ kitnii dafaa thee.
17. jaanee-kaa uaķt hai.
18. mãĩ pahᵊlii dafaa nuuiaark jaaũũ-gaa.

p. 197: 1

1. gaaRii paač bajee čhuuTtii hai.
2. gaaRii paač bajee čhuuTii.
3. gaaRii paač bajee chuuTtii thii.
4. uoo jaldii aaii.
5. mai ghar aaiaa.
6. mai iskuul jaataa thaa.
7. ghar jaanee-mẽẽ tiin ghanTee lagee.

8. mai nahĩĩ samjhaa.
9. laRkiiãã kal pãhᵃcĩĩ.
10. uoo us-kii kursii-mẽẽ baiThii.
11. us-koo bahot paisaa milaa.
12. laRkee sooee.

2

1. b
2. c
3. a

p. 211: 1

1. us-nee safar kiiaa.
2. nahĩĩ. us-kee eek doost us-kee saath thaa.
3. us-nee kheet deekhaa.
4. meeree xiaal-mẽẽ us-nee mazaa kiiaa.
5. aziiz-kaa doost mooTar čalaaneeuaalaa thaa.
6. jii hãã. uaapas aanee-mẽẽ aziiz-nee čalaanee-kii koošiš kii.
7. daraxt-see Takkar khaaii.
8. jii nahĩĩ. us-nee xud marammat na-kii.
9. doost-nee kaariigar-koo bulaaiaa.
10. unhõõ-nee kisaan-kii mulaaķaat kii.
11. kheet-mẽẽ jaanuar, baag uag̦airaa deekhee.
12. kheet-mẽẽ phal aur tambaakuu paidaa hootaa thaa.
13. bahot kisaan loog g̦ariib hãĩ.
14. bail gaaee ghooRee thee.
15. bail kheetii-kee liiee hai.
16. nahĩĩ. aziiz-nee kučh čaaee pii.
17. baag ghar-kee piičhee thaa.
18. thooRaa geehũũ paidaa hootaa hai.
19. amriikan kisaan loog makaaii paidaa kartee hãĩ.
20. jii nahĩĩ. mãĩ nahĩĩ jaantaa kee hindustaan-mẽẽ geehũũ kahãã paidaa hootaa hai.
21. mooTar banaanaa bahot muškil hai.

2

1. dukandaar-nee eek kitaab beečii.
2. unhõõ-nee goošt khaaiaa.
3. ham-nee bahot imaartẽẽ deekhĩĩ.
4. laRkee-nee xat milaa.

5. us-nee kapRee utaaree.
6. mãĩ-nee us-koo paisaa diiaa.
7. us-nee mujh-see sauaal puučhaa.
8. meerii bahen-nee kitaab likhii.
9. meerii bahen-nee axbaar paRhaa.
10. us-nee narangiiãã lĩĩ.
11. kaariigar-nee bijlii-kii battii Thiik kii.
12. us-kii mãã-nee khaanaa taiiaar kiiaa.
13. us-nee narangiiãã lĩĩ.
14. laRkii-nee kapRee dhooee.
15. mãĩ-nee us-koo deekhaa.
16. unhõõ-nee paanii piiaa.
17. aap-nee kiaa kiiaa.
18. meeree bhaaii-nee kooT čhooRaa.
19. ham-nee mooTar xariidii.
20. aap-nee us-koo kab bulaaiaa.

p. 227: 1

1. amriikaa-see.
2. nahĩĩ.
3. sipaahii thaa.
4. nahĩĩ.
5. amriikaa-mẽẽ kooii hindustaani loogõõ-nee diiaa thaa.
6. nahĩĩ. angreezii booltaa thaa.
7. eek doost-kaa joo inglistaan-see aaiaa thaa.
8. dastuur-kee mutaabiḳ uahãã rahᵊnee lagaa.
9. nahĩĩ.
10. nahĩĩ. khoo gaii thii.
11. nahĩĩ. us-mẽẽ čheed thaa.
12. darzii-nee.
13. patluun istrii kii aur ḳamiiz-koo dhoo-kar daag̣ nikaalaa..
14. nahĩĩ. Thiik kii.
15. baal kaaTee aur sir dhooiaa.
16. peeT-mẽẽ dard šuruu huuaa.
17. hãã. jin-koo us-nee deekhaa, un-see baatčiit karnee-kii koošiš kii.
18. aisii teez čalaaii kee Takkar khaaii.
19. nahĩĩ.
20. kahaa kee uoo loog meeree doost nahĩĩ.

p. 227: 2

1. aziiz-kaa mehᵉmaan amriikaa-see aaiaa thaa.
2. nahĩĩ. mãĩ us-kaa intezaar nahĩĩ kartaa thaa.
3. uoo amriikan sipaahii thaa.
4. aziiz us-koo nahĩĩ jaantaa thaa.
5. us-kaa pataa kooii hindustaanii loogõõ-nee amriikaa-mẽẽ diiaa.
6. nahĩĩ. angreezii booltaa thaa.
7. aziiz eek doost-kaa joo inglistaan-see aaiaa intezaar kartaa thaa.
8. dastuur-kee muṭaabiķ us-kee saath rahᵉtaa thaa.
9. us-koo maaluum nahĩĩ kee uahãã kaun rahᵉtaa hai.
10. us-nee mujhee kahaa kee meez kis-nee beečii.

p. 240

1. saat aThaaraa iktiis giaaraa pandraa aThaaraa unčaalis iktiis untiis baiaalis čaũtiis;
čaudaa čaubiis tẽẽtiis pandraa baais sataauan tẽẽtiis teeis tiis aThaais aRtaalis pačaas;
baais čauaalis sãĩtiis aaTh tiis ikkiaauan čaalis aRtaalis saaTh sãĩtiis baais.
2. khaataa . . . hootaa; khaaũũ . . . hũũ-gaa
aatee . . . rahᵉtaa; aaee . . . rahũũ-gaa
miltee . . . deetee; milẽẽ . . . diijiiee
deekhtaa . . . deetaa; dekhee . . . dee
3. us-nee khiRkii tooRii.
khiRkii TuuTii thii.
rumaal phaTee.
rumaal badlii diiee.

p. 245

1. mujh-koo bahot kaam thaa. is liiee mujh-koo xaalii uaķt thaa. F
2. sauaa čhai bajee-see sauaa saat-tak eek ghanTaa hootaa hai. T
3. loog kabhii apnee juutee nahĩĩ pahentee hãĩ. F
4. xazaančii-kaa kaam khaanaa lee jaanaa hai. F
5. kučh loog šaam-koo saaRhee pããč bajee apnaa kaam xatam kartee hai. T
6. tumhaaraa juutaa phaTaa huuaa hai kiõõ-kee iee naiaa hai. F
7. agar tuufaan na-hootaa too aččhaa hootaa. F
8. mãĩ hindustaan-see amriikaa jahaaz-mẽẽ aaiaa. agar mãĩ hauaaii jahaaz-see aataa too ziaadaa uaķt lagtaa. F

9. loog apnii mooTar kabhii nahīī čalaatee. F
10. geehũũ daraxt-par paidaa hootaa hai. F

11. jis zamiin-par phuul paidaa hootee hãĩ, us-koo baag kahᵊtee hãĩ. T
12. kiõõ-kee uoo soo rahaa thaa, is liiee us-nee ham-koo deekhaa. F
13. Tailiifuun-kii marammat karnaa kaariigar-kaa kaam hai. T
14. sab loog čhuTTiiõõ-mẽẽ saxt kaam kartee hãĩ. F
15. agar meeree paas ghooRaa hootaa, too mãĩ sauaarii kar saktaa. T
16. joo loog kheetii kartee hãĩ un-koo kisaan nahīī kahᵊtee. F
17. agar tum ziaadaa khaaoo, too peeT-mee dard hoo-gaa. T
18. joo loog amriikaa-mẽẽ rahᵊtee hãĩ un-koo hindustaanii kahᵊtee hãĩ. F
19. jis ķamiiz-mẽẽ daag hai us-koo dhoonee-kii zaruurat hai. T
20. agar dhoobii ķamiiz na-dhootaa, too iee mailii hootii. T

21. loog moozee sir-par pahentee hãĩ. F
22. agar aap apnaa pataa deetee too mujh-koo maaluum hootaa kee aap kahãã rahᵊtee hãĩ. T
23. agar tum ček tuRaanaa čaahᵊtee hoo too bank-koo jaaoo. T
24. agar tumhaaree paas tiin Toopiiãã hõõ aur eek khoo jaaee, too doo rahᵊ jaatii hãĩ. T
25. agar tumhaarii mooTar xaraab hoo, too hajjaam-koo bulaaoo. F
26. sab kisaan amiir hootee hãĩ. F
27. agar tum biimaar hoo too aspataal jaaoo. T
28. joo aadmii meeree bahen-see šaadii karee, us-koo uaaldain kahᵊtee hãĩ. F
29. jab ček tuRaanaa čaahoo, too rumaal istemaal karoo. F
30. dukaan-kaa intezaam naukarõõ-kee haath-mẽẽ hai. F

31. tambaakuu-see rooTii banaatee hãĩ. F
32. naukar maalik-see ziaadaa amiir hootee hãĩ. F
33. juutee-kii saabun-see marammat kartee hãĩ. F
34. baččee miThaaii pasand kartee hai. T
35. agar kisii-kii daauat karẽẽ, too mehᵊmaan-koo paisaa deenaa paRtaa hai. F
36. agar aap-koo kooii tohᵊfaa dee, too us-koo šukriiaa kahᵊnaa čaahiiee. T
37. paunee pããč bajee-see sauaa pããc bajee-tak doo ghanTee hootee hãĩ. F

38. kiŏ̃ŏ̃-kee aap-koo amriikaa bahot pasand hai, is liiee aap hindustaan-koo uaapas jaanaa nahĩĩ čaahᵉtee. T
39. tuufaan-kee uaķt hauaa aahestaa čaltii hai. F
40. agar mooTar TuuT jaaee, too darzii-kee paas lee jaaoo. uoo Thiik kar dee-gaa. F

41. meeraa juutaa kabhii nahĩĩ phaT jaaee-gaa. F
42. joo dauaaii kaRuii hai, uoo biimaarŏ̃ŏ̃-kee liiee aččhii nahĩĩ. F
43. samandar-mĕ̃ĕ̃ tuufaan saxt hootee hẵĩ. T
44. kooii loogŏ̃ŏ̃-koo jaaRee-kaa buxaar kabhii nahĩĩ aataa. T
45. tohᵉfee amriikaa-mĕ̃ĕ̃ nahĩĩ deetee. F
46. Takkar khaanaa aččhii baat nahĩĩ. T
47. khaanee-kii dukaan-kaa intezaam dhoobiiŏ̃ŏ̃-kee haath-mĕ̃ĕ̃ hai. F
48. kučh dukaanoo-mĕ̃ĕ̃ ček tooRtee hai. T
49. baal kaTaanee-mee paisaa lagtaa hai. T
50. giaarhuĩĩ saRak dasuĩĩ aur teerhuĩĩ-kee darmiiaan hoo-gaa. T

51. mooTar ziaadaa teez čalaanee-mĕ̃ĕ̃ xatraa hai. T
52. jis ķamiiz-mĕ̃ĕ̃ čheed hai uoo kaTaanaa čaahiiee. F
53. patluun-kii istrii karnee-kee liiee dauaaii-kii zaruurat hai. F
54. sab DaakTar biimaar loogŏ̃ŏ̃-kee baal kaTaatee hai. F
55. hindustaan dilčasp nahĩĩ. F
56. ghooRee čaaee nahĩĩ piitee. T
57. joo kheetŏ̃ŏ̃-mee tambaakuu paidaa hootaa hai, us-par bahot daraxt hootee hẵĩ. F
58. amriikan loog čaaee-mĕ̃ĕ̃ miThaaii Daaltee hẵĩ. F
59. amriikan loog kabhii kabhii čaaee piitee hẵĩ. T
60. uardii-mĕ̃ĕ̃ čheed aur daag na-hoonaa čaahiiee. T

61. joo loog aspataal-mĕ̃ĕ̃ kaam kartee hai, uoo biimaar hẵĩ. F
62. gaaĕ̃ĕ̃ sauaarii-kee liiee aččhii nahĩĩ. T
63. gaaRii čalaaneeuaalee loogŏ̃ŏ̃-koo rišteedaar kahᵉtee hẵĩ. F
64. xazaančii loog amiir hootee hẵĩ. F
65. DeeRh Daalar aur DeeRh Daalar tiin Daalar hootee hẵĩ. T
66. sab biimaar loog hameešaa sootee hẵĩ. F
67. agar meeree paas ziaadaa paisaa hootaa, too ziaadaa čiizĕ̃ĕ̃ xariid saktaa. T
68. sab gharŏ̃ŏ̃-mee Tailiifuun hẵĩ. F
69. loog Toopiiẵẵ sir-par pahentee hẵĩ. T
70. miThaaii kaRuii hai. F

71. ček-kee uupar naam likhnaa čaahiiee. T
72. uoo eek mahiinee-see naee ghar-mẽẽ rah·taa hai. is liiee joo pataa tum-koo guzree saal diiaa uoo Thiik nahĩĩ. T
73. agar tuufaan hoo too šaaed samandar safar karnaa muškil hoo. T
74. mooTrẽẽ kheet-mẽẽ paidaa hootii hãĩ. F
75. gaaee moozee nahĩĩ pahentii. T
76. jab juutee phaTee hoo too darzii-kee paas lee jaaoo. F
77. biimaar loog ziaadaa-tar kamzoor hootee hãĩ. T
78. joo loog mausam bardaašt nahĩĩ kar saktee, uoo mausam pasand kartee hãĩ. F
79. kaariigar juutaa pahentee hãĩ. T
80. biimaar loog saxt kaam nahĩĩ kar saktee. T

p. 245: I (44 F; 36 T)

1. mãĩ soolhuĩĩ saRak-koo kis taraa jaaũũ.
2. uoo doo jooRee juutee xariidiiee.
3. duusrõõ-kii marammat karaaiiee.
4. tum is mahiinee-mẽẽ kitnii dafaa miloo-gee.
5. uoo bičaaraa biimaarii-kee baad pah·lii dafaa baahar jaa rahaa hai.
6. mãĩ in-see maamulii juutee ziaadaa pasand kartaa hũũ.
7. too ham un-koo čauthii dafaa daauát dẽẽ-gee.
8. is-koo tum abhii pahennaa šuruu karoo.

II

1. meeraa doost aččhii taraa nahĩĩ samjhaa.
2. mujh-koo guzree saal hindustaan-mẽẽ jaaRee-kaa buxaar huuaa.
3. DaakTar-nee mujh-koo sab čiizẽẽ khaanee-kii ijaazat nahĩĩ dii.
4. gaaRii uaḳt-par nahĩĩ chuuTii.
5. ham mahiinee-mẽẽ doo dafaa miltee thee.
6. aap phir uaapas nahĩĩ aaee.
7. kiaa aap-koo jahaaz-mẽẽ safar karnee-see kučh faaedaa huuaa?
8. aam taur-par uoo meeree liiee hindustaan-see laRaaii-kee pah·lee toh·fee laaee.

III

1. kiaa aap mooTar čalaanaa jaantee hãĩ?
2. kal mãĩ-nee apnii mooTar kučh gaaiõõ-see Takkar khaaii.

3. mãĩ-nee apnii mooTar marammat karnee-kii koošiš kii.
4. kisaan-nee ham-koo apnaa ghar aur jaanuar dikhaaee.
5. uoo bahot makaaii paidaa kartee thee.
6. mãĩ-nee bilkul tambaakuu nahĩĩ piiaa.
7. uoo meerii mooTar čalaa rahee thee.
8. uoo hamaaree paas eek dafaa aaee.

IV

1. aap-kaa dhoobii kaun-sii jagaa-see hai.
2. kiaa iee uoo hajjaam hai joo hameešaa aataa hai?
3. iee uoo Toopii pahentaa hai joo mãĩ-nee us-koo dii.
4. uoo dastuur-kee mutaabiķ ziaadaa khaataa hai.
5. joo patluun mãĩ dhoobii-kee paas lee gaiaa thaa, us-mẽẽ čheed hai.
6. tum uohii hajjaam nahĩĩ hoo, jis-nee meeree baal guzree mahiinee kaaTee.
7. iee uohii moozaa hai joo khoo gaiaa thaa.
8. jin moozõõ-mẽẽ daag hai, un-koo dhoooo.

V

1. agar tum jaantee kee mãĩ kaun hũũ, too tum mujhee sauaal na-puučhtee.
2. tirpan-mẽẽ-see unnïis kam čautiis hootee hãĩ.
3. kiaa aap-nee kal ham-koo šaher-mee deekhaa thaa?
4. meeraa xiaal hai kee ham un-kii madad kar saktee agar uoo karẽẽ joo ham čaahᵊtee hãĩ.
5. eek gaahak-nee mujh-koo eek pačaas rupaee-kaa nooṬ diiaa. mãĩ-nee aziiz-see puučhaa, leekin mãĩ us-koo tuRȧa nahii sakaa.
6. maaf kiijiiee, mãĩ us-koo tooR nahĩĩ saktaa, leekin mãĩ us-koo aap-kee liiee tuRaaũũ-gaa.
7. iee Toopii aap-kee naee kapRõõ-kee uupar Thiik nahĩĩ lagee-gii.
8. agar aap reešam-koo beeč deetee, too ab aap takliif-mẽẽ na-hootee.

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1. b
2. b
3. c
4. a *or* c
5. a
6. c
7. a
8. c
9. b
10. b

p. 248: I

1. mujh-see saaRhee giaaraa bajee miliiee.
2. uoo meere kapRee pahen rahaa hai.
3. aaThuẽẽ darjee-tak lifT-mẽẽ calẽẽ aur phir nauuẽẽ-tak paidal čalẽẽ.
4. iee pahᵉlii dafaa hai jab mãĩ apnee kapRõõ-kii marammat karaa rahaa hũũ.
5. meeraa xiaal hai kee iee šaher duniãã-mẽẽ sab-see xuubsuurat hai.
6. kiaa aap xazaančii-koo jaantee hãĩ?
7. is jagaa-kee naukar subaa-kee paunee doo bajee kaam karnaa xatam kartee hãĩ.

II

1. meeree rišteedaar tohᵉfee laatee thee.
2. mãĩ us mulk-koo bardaašt nahĩĩ kar saktaa.
3. DaakTar-koo dauaaii-kee faaedee-mee kooii dilčaspii nahĩĩ thii.
4. aab-o-hauaa-see uoo bahot saxt biimaar hoo gaiaa.
5. kapRee meez-see giree.
6. aččhii dauaaiiãã aam taur-par kaRuii hãĩ.
7. uahãã-par thooRii deer rahᵉnaa mumkin nahĩĩ thaa.
8. us-koo rišteedaarõõ-koo ghar lee jaanee-kii ijaazat thii.

III

1. kiaa aap-nee itnii uaḳt-mee kučh kiiaa?
2. mai šaher-koo mooTar-mee jaaneeuaalaa hũũ. kiaa aap meeree saath jaanaa čaahᵉtee hai?
3. phalõõ-koo baag-mẽẽ paidaa karnee-kee liiee kis čiiz-kii zaruurat hai.
4. baččõõ-nee sab miThaaii khaa dii.
5. mãĩ-nee sunaa kee zamiin is taraf bahot aččhii hai. kiaa iee Thiik hai?
6. iee kučh čiizõõ-kee liiee Thiik hai, aur kučh-kee liiee xaraab.
7. kiaa tambaakuu-kee kheet-kee piičhee-kii zamiin aap-kii hai?
8. čalaaneeuaalee-nee mujh-koo bulaaiaa.

p. 249: IV

1. iee kis-kii Toopii hai. meerii nahĩĩ.
2. iee uohii patluun hãĩ jin-kii baabat mãĩ-nee kal šikaaet kii thii.

3. aap-kii ziaadaa teez čalaanee-kii aadat hai.
4. iee tum-nee kis-koo bataaiaa.
5. uoo us dhoobii-kaa intezaar kar rahaa thaa jis-nee uoo braun patluun istrii kiiee thee.
6. tum-nee iee kis darzii-koo diiaa thaa.
7. jab tum-nee iee kahaa too mãĩ bahot xuš huuaa.
8. joo pataa mãĩ-nee diiaa uoo ġalat thaa.

V

1. agar iee aslii reešam hootii, too na-phaTtii.
2. agar tum aččhaa saabun istemaal karoo, too nahĩĩ phaTẽẽ-gee.
3. agar mãĩ aap-koo eek ček dũũ, too kiaa aap mujh-koo naḳad paisaa dẽẽ-gee?
4. maalik kooii čiiz udhaar nahĩĩ deetaa.
5. agar uoo aap-koo jaantaa hai, too uoo aap-kaa ček tooRee-gaa.
6. agar iee čhooTaa ček hootaa, too mãĩ is-koo zaruur kartaa.
7. unhõõ-nee iee rumaal kal badlii diiee.
8. agar tum iee rumaal beečoo, too tum bahot aččhee dukandaar hoo.

2

1. hoonee- . . .
2. jis . . . us . . .
3. . . . nikaaltaa . . .
4. jin . . . uoo . . .
5. jis . . . -nee . . . uoo . . .
6. xariidoo.
7. joo . . . uoo . . .
8. . . . hootii.
9. kar(tee) . . .
10. hai.

p. 260: 1

1. us-kaa naam fatiimaa thaa.
2. us-kee paas eek naukar thaa.
3. us-kaa naam husain thaa.
4. us-mẽẽ pleeT, piaalee, čamčee, čhuriiãã, aur kããTee rakh diiee.
5. nahĩĩ. us-nee joo pleeT baauarčiixaanee-mẽẽ thee uoo liiee.
6. nahĩĩ. daruaazaa khulaa rakhaa.

7. kiõõ-kee us-mẽẽ kučh harj nahĩĩ.
8. *Nora*-nee Daalii.
9. jii. šakkar liiaa.
10. miThaaii amriikaa-see aaii thii.
11. kahaa kee jab čhooTii-sii thii, mãã-nee uoo miThaaii banaaii thii.
12. abhii-tak aččhaa nahĩĩ.
13. joo kučh khaataa hai uoo ķaee kartaa hai.
14. hakiim-kee paas lee‿jaaee-gii.
15. čhurii kaaTnee-kee liiee hai.
16. us-koo baauarčiixaanaa kahᵉtee hãĩ.
17. (Have you ever tried painting?)

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18. (Do soldiers get special food?)
19. (Is the window open in this room?)
20. (Where is the rug?)
21. kamree-kii aam taur-par ćaar diuaarẽẽ hãĩ.
22. (How do you feel?)

2

1. gaaRii kab čhuuTee-gii.
2. jab gaaRii čhuuTee too mai ghar jaaũũ-gaa.
3. aap kahãã jaa rahee hai.
4. jahãã aap jaaee, uahãã mãĩ bhii jaaũũ-gaa.
5. meeree baap iahãã rahᵉtee hãĩ.
6. jitnaa paisaa aap čaahᵉtee hãĩ utnaa mãĩ dee nahĩĩ saktaa.
7. jaisee aadmii-koo aap-nee deekhaa, uaisaa is gaaõõ-mẽẽ nahĩĩ rahᵉtaa.
8. mãĩ-nee is ķisim-kii baat kabhii nahĩĩ sunaa.
9. meez-par kitnii kitaabẽẽ hãĩ.
10. mãĩ nahĩĩ jaantaa kee is xat-koo kis-see likhaa.
11. jis aadmii-nee iee xat bheejaa uoo meeraa doost nahĩĩ.

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1. šimlaa pahaaRõõ-par hai.
2. šimlee-kaa mausam bahot aččhaa hai.
3. nahĩĩ. sirf garmii-mẽẽ.

4. bahot duur nahĩĩ.
5. hindustaan-kee uttar hai.
6. ḳilaa, mandir, masjidẽẽ hãĩ.
7. hãã. gangaa-par hai.
8. akbar baadšaah-nee banuaaiaa.
9. faraḳ iee hai kee hinduu loog mandir-mẽẽ, isaaii loog girjee-mẽẽ ibaadat kartee hai.
10. musalmaan loog masjid-mẽẽ ibaadat kartee hãĩ.
11. nahĩĩ. isaaii loog kam hãĩ.
12. nahĩĩ. hindustaan-kii aabaadii amriikaa-see baRii hai.
13. is-mẽẽ čaar ghanTee lagtee hãĩ.
14. nahĩĩ. uttar-mẽẽ hãĩ.
15. tiirath-kee liiee jaatee hai.
16. un-kaa etḳaad iee hai kee baikunth-mẽẽ jaaẽẽ-gee.

2

1. eek-hii kitaab-koo paRhtee hãĩ.
2. usii rang-kaa kooT čaah^{e}taa hũũ.
3. usii jagaa gaii.
4. us-koo uohii dauaaii milii.
5. ham eek-hii loogõõ-koo pasand kartee hãĩ.
6. eek-hii loog ḥar ituaar mulaaḳaat kartee hãĩ.
7. meeree baap usii girjee-koo jaatee hãĩ.
8. uohii khiRkii TuuTii thii.
9. unhii aadmiiõõ-nee bheejaa.
10. nadii-par kitnii naauẽẽ hai.
11. un tiin naaõõ-kaa kitnaa paisaa lẽẽ-gee.
12. kiaa hindustaan-mẽẽ bahot raajaa loog hai?
13. mãĩ-nee čaččaa-koo mulaaḳaat kiiaa.
14. uoo bahot raajaaõõ-koo jaantaa hai.
15. mãĩ-nee deeootaa-kii suurat kabhii nahĩĩ deekhii.

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1. . . . baaiaa . . .
2. . . . baaẽẽ . . .
3. . . . dah^{e}nee (daaẽẽ) . . . baaiaa . . .
4. . . . gaanaa . . .
5. . . . gaanee . . .

6. . . . gaa . . .
7. . . . gaanee . . .
8. . . . khaanaa . . .
9. . . . jaanee . . .
10. . . . jaanee . . .

2

1. raat-see uahãã thaa.
2. saRak-kee baazuu-par paaiaa.
3. uoo beehooš thaa.
4. nahĩĩ. us-kii jeeb-mẽẽ bahot paisaa thaa.
5. Dar thaa kee šaaed kooii šaxs us-kaa paisaa čuraaee.
6. nahĩĩ. aasaan na-thaa.
7. kah^{e}nee lagaa kee mujhee iahãã rah^{e}nee doo, aur laRnee lagaa.
8. laRnee-kii uajaa-see muḳadmaa hoo-gaa.
9. jurm bahot saxt nahĩĩ thaa.
10. iee ḳaanuun-kee xilaaf hai.
11. sipaahii-koo (*Jack*-koo) Tããg-mee kučh čhooT lagii.
12. us-nee kahaa kee sab sač sač kah^{e} doo aur kučh jhuuT na-booloo.

p. 302: 1

1. bandar eek seeb-kee peeR-par rah^{e}taa thaa.
2. apnee-doost-koo deekhnee-kee liiee jaaiaa kartaa thaa.
3. jii. bahot miiThee thee.
4. apnee biiuii-kee liiee laataa thaa.
5. jii. uoo khaa-kar bahot xuš huuii.
6. kahaa kee teeree doost-kaa dil bahot miiThaa hoo-gaa. mãĩ uoo khaanaa čaah^{e}tii hũũ.
7. jii. biiuii-kaa kah^{e}naa sunaa.
8. bandar-kii daauat kii.
9. bandar magar-kii piiTh-par baith gaiaa.
10. magar-nee roo roo-kar saaraa ḳissaa kah^{e} diiaa.
11. kahaa kee ai doost. tuu bahot naadaan hai.
12. dil daraxt-par čhipaaiaa.
13. kahaa kee dil kisii-nee čuraa liiaa.
14. magar apnii biiuii-koo itnii mahobbat kartaa thaa kee us-kii baat maannaa paRaa.

2

1. baahar jaa-kar us-koo bulaaiaa.
2. kaam xatam kar-kee ghar gaiaa.
3. kitaab paRh-kar čhooR dii.
4. paisaa lee-kar mujhee bheejaa.
5. šaraab pii-kar biimaar hoo gaee.
6. gaanee-koo sun-kar bahot xuš huuaa.
7. nahaa-kar sooiaa.
8. baiTh jaa-kar ham-see baatčiit kii.
9. mooTar Thiik banaa-kar gaiaa.
10. šaher-koo jaa-kar naaTak deekhẽẽ.
11. tasuiir lee-kar čhipaaee.
12. us-koo bulaa-kar kahẽẽ kee ham iahaa hãĩ.
13. hauaaii jahaaz-see jaa-kar subaa-mẽẽ pãhčẽẽ-gee.
14. ghar xariid-kar iahãã rahẽẽ-gee.
15. roonee lag-kar maafii mããgii.
16. paisaa xarč kar-kee uaapas gaee.
17. aap khaanee-kee liiee kab aaee-gee.
   tum khaanee-kee liiee kab aaoo-gee.
   tuu khaanee-kee liiee kab aee-gaa.
18. kiaa aap-nee is aadmii-koo jaanaa?
   kiaa tum-nee is aadmii-koo jaanaa?
   kiaa tuu-nee is aadmii-koo jaanaa?

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19. us uaḳt aap kahãã rahee.
   us uaḳt tum kahãã rahee.
   us uaḳt tuu kahãã rahaa.
20. aap-kee kitnee bhaaii hãĩ.
   tumhaaree kitnee bhaaii hãĩ.
   teeree kitnee bhaaii hãĩ.
21. iee paanii mat-piijiiee.
   iee paanii mat-piioo.
   iee paanii mat-pii.
22. aap-nee kabhii nahĩĩ kahaa.
   tum-nee kabhii nahĩĩ kahaa.
   tuu-nee kabhii nahĩĩ kahaa.
23. agar aap kahãã rahẽẽ, too mãĩ tasuiir dikhaaũũ-gaa.

agar tum iahãã rahoo, too tum-koo tasuiir dikhaaũũ-gaa.
agar tuu iahãã rahee, too tujh-koo tasuiir dikhaaũũ-gaa.
24. kiaa aap-kee paas kooii naķd paisaa hai ?
kiaa tumhaaree paas kooii naķd paisaa hai ?
kiaa teeree paas kooii naķd paisaa hai ?
25. agar aap meerii raaee suntee, too ab iahãã na-hootee.
agar tum meerii raaee suntee, too ab iahãã na-hootee.
agar tuu meerii raaee suntaa, too ab iahãã na-hootaa.
26. jis jagaa aap gaee, kiaa uoo iahãã-see bahot duur hai ?
jis jagaa tum gaee, kiaa uoo iahãã-see bahot duur hai ?
jis jagaa tuu gaiaa, kiaa uoo iahãã-see bahot duur hai ?
27. bataaiiee kee aap-kee uaaldain kahãã rahᵊtee hãĩ.
bataaoo kee tumhaaree uaaldain kahãã rahᵊtee hãĩ.
bataa kee teeree uaaldain kahãã rahᵊtee hãĩ.
28. mãĩ jaannaa čaahᵊtaa hũũ agar aap bhii aaẽẽ-gee.
mãĩ jaannaa čaahᵊtaa hũũ agar tum bhii aaoo-gee.
mãĩ jaannaa čaahᵊtaa hũũ agar tuu bhii aaee-gaa.
29. ghar aap-nee kiõõ nahĩĩ bheej diiaa.
ghar tum-nee kiõõ nahĩĩ bheej diiaa.
ghar tuu-nee kiõõ nahĩĩ bheej diiaa.

p. 313: 1

1. nahĩĩ. sirf hissaa.
2. uahãã raajaaõõ aur ṇauaabõõ-kaa raaj hai.
3. giaaraa suubõõ-mee hai.
4. hãã. siloon aur barmaa hindustaan-mẽẽ thee
5. hindustaan-kii aabaadii čaaliis karooR hai.
6. bambaii, karããčii, madraas.
7. barmee-see sab-see nazdiiķ hindustaan-kaa bandar-gaah čiTTagang hai.
8. himaaliiaa hai.
9. hindustaan-mẽẽ ziaadaa hinduu hãĩ.
10. hindustaanii, bangaalii, gujraatii, uaġairaa.
11. hindustaan-kee uttar-mẽẽ.
12. kiõõ-kee barmee-see čaaual nahĩĩ aataa.
13. (What is the Viceroy's name ?)
14. abhii kučh hissaa ķabzee-mẽẽ nahĩĩ.
15. (guzrii) laRaaii-mẽẽ šuruu-see aaiaa.

p. 314

16. (How many men are in the Indian army?)
17. nahĩĩ. kuČh muxtalif hãĩ.
18. faraķ iee hai kee Toopii-kee bajaaee pagRii, aur moozõõ-kii uajaa paTTii pahentee hãĩ.
19. banduuķ aur kukrii iaa Čhurii.
20. jii hãã. bahot loog beepaRhee hãĩ.
21. hukum angreezii-mẽẽ hãĩ.
22. kukrii Čhurii-kii taraa hai.
23. hãã. sikh loog fauj-kaa kaam pasand kartee hãĩ.
24. uarziš karnaa, ķauaaed karnaa, banduuķ Čalaanaa.
25. hindustaan-mẽẽ makaaii, geehũũ, uaģairaa paidaa hootaa hai.

2

1 : 7
2 : 8
3 : 9
4 : 6
5 : 10
6 : 11

7 : 4
8 : 2
9 : 3
10 : 1
11 : 5

p. 320

1st Conversation

Mrs. A.: duusree naukarõõ-koo bataaoo kee meezẽẽ lagaaẽẽ aur kamraa taiiaar karẽẽ. daas baabuu apnee baal-baČČõõ-kee saath aa rahee hãĩ.

Husein: kiaa gilaas meez-par lagaaũũ iaa piaalee?

Mrs. A.: jitnee aadmii hãĩ, utnee piaalee lagaaoo. tiin meh•maan hõõ-gee.

Husein: kiaa mãĩ baaģuaalaa daruaaz̧aa khulaa rakhũũ?

Mrs. A.: nahĩĩ. deekhoo, joo tasuiir daas baabuu-nee khĩĩČii diuaar-par zaruur laTkaaoo.

2nd Conversation

Das: afsoos hai, leekin aap-kaa Ček tuRaanaa mumkin nahĩĩ. bank-mẽẽ nahĩĩ tooRtee. kiaa aap-koo is šaher-mee beopaar nahĩĩ?

Aziz: jii. meeree paas doo beopaar hãĩ, eek is šaher-mee hãĩ, aur duusraa banaaras-mẽẽ.

Das: too kiaa huuaa?

Azis: Dar hai kee meeree bhaaii-nee beopaar-kee paisaa istemaal kiiaa, aur bank-par kučh hamaaraa paisaa nahĩĩ. pahᵉlee aisee kiiaa thaa.

Das: afsoos-kii baat. kiaa kooii duusree rišteedaar hãĩ?

Azis: jii. meeraa eek jauaan bhatiijaa thaa, leekin uoo guzree saal mar gaiaa.

3rd Conversation

Jim: ai *Joe*. tum jeel-mee kis taraa hoo.

Joe: mujhee maaluum nahĩĩ. šaher-mẽẽ eek ghanTaa aanee-kee baad, mujh-koo giraftaar kiiaa. mãĩ-nee kučh nahĩĩ kiia thaa. mãĩ-nee sirf kučh šaraab pii thii.

Jim: kiaa tum-koo kooii uakiil nahĩĩ mil saktaa?

Joe: uoo mujh-koo kooii uakiil-see milnaa nahĩĩ deetee. leekin mãĩ muḳadmee-see nahĩĩ Dartaa.

Jim: šaaed tum-koo kuch jurmaanaa deenaa paRee. kiaa mãĩ tum-koo kučh paisee udhaar dũũ?

Joe: nahĩĩ. meeree paas kaafii paisee hãĩ.

Jim: salaam.

4th Conversation

eek bandar jis-kaa naam kaag̣zii thaa aur eek magar joo magar-kee ḳariib rahᵉtaa thaa bahot doost thee. bandar-koo magar-nee daauat kii, aur us-kee piiTh-par nadii-kee paar gaiaa. jab nadii-kee biič-mẽẽ thee, magar-nee kahaa kee ai doost. teeraa dil kahãã hai. meerii biiuii us-koo khaanaa čaahᵉtii hai. bandar-nee kahaa kee meeraa dil too hameešaa-kii taraa seeb-kee peeR-kee uupar laTkaa huuaa hai. aaoo uaapas jaaẽẽ. aur magar-kii biiuii-koo bandar-kee dil-kii jagaa-mẽẽ sirf maamulii khaanaa khaanaa paRaa.

5th Conversation

amriikaa-kii aabaadii čaudaa karooR hai. pahᵉlee amriikan apnii xušii-see fauj-mee bhartii hootee thee, leekin us-kee baad un-koo zabardastii bhartii hoonaa paRtaa hai. fauj-mee daaxil hoonee-kee liiee sirf aččhii tabiiat-kii zaruurat hai.

afsar aur sipaahii saRak-par bag̣air Toopii-ḳee nahĩĩ jaa saktee.

amriikan laRaaii-kee jahaaz fauj-kee niičee nahĩĩ hootee. uoo xaas hãĩ.

Here are the answers to the questions on p. 320:

1

1. naukar hai.
2. daas baabuu-nee.
3. tiin.
4. hãã.
5. maaluum nahĩĩ.

2

1. maaluum nahĩĩ.
2. doo beopaar hãĩ.
3. Dar hai kee bhaai beopaar istemaal kartaa hai.
4. sirf bhaaii.
5. bhatiijaa mar gaiaa.

3

1. sirf kuch šaraab pii thii.
2. eek ghanTee-see.
3. us-koo milnee na-diiaa.
4. hãã.
5. šaaed jurmaanaa hoo.

4

1. kaagzii.
2. hãã.
3. magar-kee piiT-par.
4. seeb-kaa.
5. sirf maamulii khaanaa.

5

1. čaudaa karooR.
2. nahĩĩ.
3. sirf aččhii tabiiat.
4. saRak-par.
5. nahĩĩ.   xaas hãĩ.

p. 321

1. tum-koo utnaa paisaa leenaa paRee-gaa jitnaa mãĩ-nee liiaa.
2. mandir aur masjid-mẽẽ kiaa farak hai.

3. DipTii-kii raaee sunoo.
4. is diuaar-mẽẽ meeree haath jitnaa baRaa čheed hai.
5. mãĩ is piaalee-mẽẽ pahᵊlee piaalee jitnii šakkar lũũ-gaa.
6. meeraa čaččaa usii ghar-mẽẽ rahᵊtaa hai.
7. uoo haathaa-paaii karnee lagaa.
8. bijlii-kii batti jal rahii hai.
9. kiaa tum kahaanii sunnaa čaahᵊtee hoo?
10. uoo usii taraa tasuiir khĩĩčtaa hai jis taraa uoo us-koo iskuul-mẽẽ bataatee hãĩ.
11. masjid-mẽẽ kooii tasuiir iaa muurat nahĩĩ hootii.
12. hinduu gangaa-mee nahaatee hãĩ.
13. hauaaẽẽ iahãã teez hãĩ.
14. daaroogaa-nee kisii uakiil-koo giraftaar kiiee huuee aadmii-see milnee-kii ijaazat na-dii.
15. tum-koo saRak-kee dahᵊnii taraf čalaanee-par jurmaanaa hoogaa.
16. mai itnaa xuš thaa kee us-koo mãĩ sau Daalar deetaa.
17. hindustaan-mẽẽ ziaadaa aččhii bandar-gaahẽẽ nahĩĩ hãĩ.
18. čaar-mẽẽ-see eek aadmii hindustaanii samajhtaa hai.
19. us-nee maafii mããgii.
20. aap-kaa kaun-saa xiaal hai.
21. siloon-kaa hindustaan-kee uaaesraaee-see kučh taalluķ nahĩĩ.
22. bandar-nee magar-see kahaa kee mãĩ teeree liiee iee karũũ?
23. tum-nee kitnaa paisaa jamaa kiiaa.
24. hindustaan-mẽẽ abhii-tak bahot beepaRhee loog hãĩ.
25. amriikaa-mẽẽ kučh aurtẽẽ pagRii jaisii Toopii(ãã) pahentii hãĩ.

p. 322

1. meeree xiaal-mẽẽ kisii jagaa aag jal rahii hai.
2. is šaher-see bambaii-kii aabaadii čaar-gunii hai.
3. kaun-see pleeT meez-par hãĩ.
4. tasuiirẽẽ eek duusrii-kee uupar laTak jaaẽẽ.
5. duusree piaalee-mẽẽ Daaloo.
6. hindustaan-koo uaapas jaanee-kaa iraadaa hai?
7. hindustaan-kee sirf eek čhooTaa hissaa jaapaaniiõõ-kee kabzee-mẽẽ thaa.
8. kiaa tum usii naaõõ-see uaapas jaaẽẽ-gee?
9. kiaa aap doonõõ eek-hii beopaar-mee kaam kartee thee?

10. iee banduuḳ meerii-kii taraa dikhtii hai, leekin muxtalif ḳisim-kii hai.
11. ham eek duusree-kee saath iskuul-koo aur iskuul-see čalaaiaa kartee thee.
12. iee doo riaastẽẽ taḳriiban baraabar hãĩ.
13. kisii-nee paisaa čuraaiaa.
14. jitnii čhuriiãã aur kããTee lee saktee hãĩ, utnii lee loo aur kooii mat-giraaoo.
15. meeraa bhatiijaa kisii loogõõ-see jin-koo us-nee nahĩĩ jaanaa laRnee lagaa.
16. *Mr. Smith* kisii ḳisim-kaa beopaar kabhii nahĩĩ intezaam kartaa thaa.
17. uoo apnee doostõõ-kee liiee jurmaanee diiaa kartaa thaa jab kabhii uoo musiibat-mẽẽ thee.
18. aap-kee xããuind-nee kahaa kee aap naaraaz hãĩ.
19. mãĩ maafii mããgneeuaalaa hũũ.
20. naipaal hindustaan-kee uttar-mẽẽ eek xaas riaasat hai.
21. us-koo daaroogaa-nee jeel-mẽẽ band kiiaa.
22. us-nee too kučh xaraabii na-kii.
23. us čhooTee laRkee-kee saath kiaa takliif hai.
24. gaaõõ-kee baniiẽẽ-see kahᵊnee mujhee dee dẽẽ.
25. iee imaarat kučh masǰid-kii taraa dikhtii hai. daruaazee aur khiRkiiãã uohii hãĩ.

p. 323: 2

1. eek . . .
2. usii . . .
3. jitnaa . . .
4. kahᵊnee . . .
5. hãĩ.
6. karoo (kiiaa, etc.) . . .
7. piiaa . . .
8. gaiaa . . .
9. čaččaa-see . . .
10. kitnii . . .

p. 331: 1

1. (How often did the telephone ring before I came home?)
2. (Which number did you call?)

3. (How do I get the right number?)
4. (How many telephones are there in his office?)
5. (What do I do if I get the wrong number?)
6. (When my father comes home, at what number should he call you?)
7. (Shall I call again some time, or shall I wait for them to call?)
8. (Did you not forget to deliver the message?)
9. jii hãã taar bheejnaa mãhᵉgaa nahĩĩ.
10. hindustaan-mẽẽ, taar bheejnee-kee liiee Daakxaanee-koo jaatee hãĩ.
11. uoo tees jaataa hai.
12. jis aadmii-koo xat miltaa hai, uoo paisaa deetaa hai.
13. amriikaa-mẽẽ sipaahiiõõ-koo TikiT nahĩĩ čaahiiee.
14. kučh saal-see.
15. (How big is this bundle?)
16. (What are the regulations with regard to weight?)
17. maamulii čiTThiiãã din-mẽẽ sirf doo aur tiin dafaa aatii hãĩ.
18. (Do you get more letters than you send?)
19. nahĩĩ. čiTThiiãã mãhᵉgii hãĩ.
20. (What are the air mail regulations with regard to the size of packages?)
21. mãĩ-nee uazan kiiaa.

2

1. mat-laTkaaoo.
2. Daakxaanee-mẽẽ intezaar karoo.
3. pããč aanee-see ziaadaa lagtaa hai.
4. eek rupaee-kaa TikiT aap-koo čaahiiee.
5. us-kii doo saal-kii tanxuaah tiin hazaar rupaee hãĩ.
6. pããč din-see bhuukaa hũũ.
7. kitnii čhaTããk hãĩ.
8. pããč miil-see kam lambaa hai.

3

1. c
2. b
3. b
4. c
5. a
6. a

p. 346: 1

1. kisaan . . .	have plenty of animals
2. aap-kee beeTee . . .	wrote this letter
3. laRaaii-kaa . . .	where is the
4. aurat . . .	wept
5. sipaahii . . .	will have to go
6. eek gilaas . . .	I want a glass of wine

2

1. murdee kučh din-see iahãã hai.
2. mujhee kučh ghanTee-tak khaRaa hoonaa paRaa.
3. koošiš karnee-par bhii us-koo bačaa na-sakee.

p. 347

4. eek baRee afsar zaxmiiõõ-koo mulaaḳaat karẽẽ-gee.
5. haalãã-kee uoo kabhii nahĩĩ hãstaa, leekin phir bhii uoo xušmizaaj aadmii hai.
6. goolii us-kee dah^{e}nee haath-par lagii, leekin haDDii nahĩĩ TuuTii.
7. us-kaa čeh^{e}raa jal gaiaa, leekin xudaa-kii meherbaanii-see us-kee ããkhõõ-koo kučh na-huuaa.
8. haalãã-kee uoo ããdhee hãĩ, leekin phir bhii uoo aččhaa kaam kar saktee hãĩ.
9. mãĩ is-mahollee-mẽẽ eek saal-see nahĩĩ aaiaa.
10. tum kab-see bah^{e}ree hoo.
11. tum kab-see iahãã rah^{e}tee hoo.
12. mai ziaadaa deer-tak na-rah^{e} sakũũ-gaa, haalãã-kee mãĩ čaah^{e}taa hũũ.
13. uoo kah^{e}taa hai kee us-koo saaraa din čakkar aaee.
14. DaakTar goolii nikaalnee-kii koošiš karẽẽ-gee.
15. uoo kah^{e}tee hãĩ kee gooli kučh uaḳt-tak baahar niklee-gii.
16. hamlee-see bahot nuḳsaan na-huuaa, haalãã-kee bahot šoor huuaa.

p. 359: 1

1. a
2. c

3. b
4. b

p. 360

5. b
6. a
7. b
8. a
9. b
10. c

2

1. maartaul, aarii, kulhaaRii uag̣airaa.
2. jis-nee kučh xariidaa, us-kaa hai.
3. maartaul lakRii aur dhaat-kaa banaa hai.
4. khiilõõ-kii zaruurat hai.
5. nadii-kaa paanii bahᵉtaa hai.
6. un-koo jaal-see pakaRtee hai.
7. us-kaa matlab "*safe*" hai.
8. paanii-mẽẽ rahᵉtii hãĩ.

p. 361

9. naḳšee-mẽẽ saRkẽẽ, imaartẽẽ, nadiiãã, uag̣airaa, khĩĩčii jaatii hãĩ.
10. ĩĩTẽẽ zamiin-see banii hãĩ.
11. amriikaa-mẽẽ imaartẽẽ patthar, ĩĩT, aur dhaat-see banii hãĩ.
12. amriikaa-kii doo hadẽẽ hai, uttar-mẽẽ aur dakkhin-mẽẽ.
13. gudaam imaarat hai jis-mẽẽ sab ḳisim-kii čiizẽẽ rakhii jaatii hãĩ.

3

1. . . . bheejnee-kee liiee . . .
2. . . . bheejnaa . . .
3. . . . khoodnee-mẽẽ . . .
4. . . . jiitnee-kii . . .
5. . . . šaraab-kaa milnaa (*or* šaraab milnaa) . . .
6. . . . ghar(-kee) banuaanee-kaa . . .

p. 374: 1

1. hãstee hãstee . . .
2. khaatee khaatee . . .
3. . . . kartee kartee . . .
4. . . . gaatee gaatee . . .
5. . . . sootee sootee . . .
6. . . . duusrii duusrii . . .
7. muxtalif muxtalif . . .
8. . . . apnee apnee . . .
9. . . . baiThaa huuaa . . .

2

1. muxtalif ḳisim-kee kheel kheeltee kheeltee uaḳt guzaartee hãĩ.

p. 375

2. jab mãĩ baiTh gaiaa, ghanTii bajii.
3. daruaazaa aasaanii-see nahĩĩ khul jaataa hai, aur jab khulaa hai, band karnaa mumkin nahĩĩ.
4. har raat apnee kapRee kursii-par laTkaataa hai.
5. har eek duusree duusree ghar-koo jaaee.
6. ham paarii-paarii-mẽẽ mooTar calaaẽẽ.
7. šart har eek kheel-mẽẽ baraabar nahĩĩ.
8. kučh taaš-kee kheelõõ-mẽẽ hušiaarii-kii zaruurat hai, aur kučh-mẽẽ sirf ḳismat-kii.

3

1. us-koo nahĩĩ jaantaa.
2. jiitneeuaalii paarTii šuruu kartii hai.
3. kučh kheelõõ-mẽẽ ḳismat-kii zaruurat hai, kučh-mee hušiaarii-kii.
4. das hãĩ.
5. maidaan-mẽẽ gaaRtee hãĩ.
6. jii. sab loog apnii apnii paarii-see kheeltee hãĩ.
7. maarneeuaalaa *'out'* hai.
8. *'run'*-kii taadaad-kee mutaabiḳ faislaa hootaa hai.

p. 386: 1

1. (ai) afsaroo
2. ajnabiioo

3. aurtoo
4. is suubee-kee musalmaanoo
5. ustaadoo
6. bičaaroo
7. naukaroo (naukroo)
8. barmee-kee loogoo
9. narsoo
10. baRhaiioo
11. meeree rišteedaaroo
12. mahel-kee darbaanoo

2

1. (ai) jahaazii
2. čaččaa

p. 387

3. bhatiijee
4. DaakTar
5. čalaaneeuaalee
6. munšii
7. loogoo
8. xazaančii
9. sipaahiioo
10. daaroogaa
11. nars
12. Tailiifuunuaalii

3

1. tamgee deenee-kee pahᵉlee kii.
2. bahaadur sipaahiiõõ-koo diiee.
3. uoo maujuud na-thee, leekin aziiz-nee reeDiioo-mẽẽ sunaa.
4. uoo fauj-kee ohᵉdõõ-par hai.
5. us-kaa laRkaa hauaaii fauj-kaa suubeedaar hai, aur beeTii nars-kaa kaam šuruu karee-gii.
6. kahaa kee laRaaii-mẽẽ sab-koo kučh karnaa čaahiiee.
7. loog faaḳaa kartee hãi, kaarxaanee čalee gaee, aur mulk sab taraf-see gheer liiaa.

4

1. b
2. a
3. a

5

1. iee tamg̣ee xufiiaa xidmat-kee liiee diiee jaatee hãĩ.
2. ḳaidii muxtalif darjee-kee hãĩ. kooii afsar hãĩ, kooii maamulii sipaahii hãĩ.
3. us-kii kaamiiaab-kee liiee baRii izzat inaam dii gaii.
4. ḳaidii loog faaḳaa kartee hãĩ.
5. čhatrii-kaa kaarxaanee-par hauaa-see hamlaa kiiaa.
6. hukuumat-kee mahokmee bhii moorčõõ-see bahot duur hãĩ.
7. čhatriiuaalii plaTan-par bahot dafaa hamlaa kiiaa jaa čukaa. ab bilkul fatee kii.

p. 388

8. iee tahᵊxaanee hauaaii hamlõõ-kee xilaaf hai. safarmainõõ-nee banaaee. maaluum hai kee masbuut aur mahᵊfuuz hãĩ.
9. haualdaar-nee piičhee haarnee-kaa hukum diiaa, kiõõ-kee hamẽẽ sab taraf gheer liiaa thaa.
10. hamaaraa jamaadaar-koo marnee-kee baad izzat-kii čapraas inaam dii.

p. 392:I

Operator: mãĩ kalkattee-see bulaa rahii hũũ.
janaab, kal aapnee tiin dafaa Tailiifuun karnee-kii koošiš kii, leekin kaamiaab na-thee.
nambar g̣alat thaa.
Das: jii. aap-nee g̣alat nambar diiaa.
Operator: nahĩĩ. aap-nee g̣alat nambar kahaa, janaab.
Das: mãĩ paisaa kiõõ dũũ. mai-nee kučh g̣alat na-kiiaa.
Operator: meeree xiaal-mee aap-koo paisaa deenaa čaahiiee.
leekin baabuu puučh-kar aap-koo phir bulaaũũ.
maaf kiijiiee, janaab.

II

Das: eek ghanTaa huuaa jaapaaniiō̆ō̆-nee ham-par hamlaa kiiaa.
Aziz: kiaa kooii aadmii mar gaee iaa zaxmii hoo gaee?
Das: sirf doo sipaahii maaree gaee leekin aThaaraa zaxmii hoo gaee. aur joo loog kal-kee hamlee-mē̆ē̆ zaxmii hoo gaee thee uoo bhii xandak-mē̆ē̆ thee.
Aziz: aur jaapaaniiō̆ō̆-koo kiaa huuaa.
Das: uoo piičhee haT gaee.

p. 393: III

Aziz: joo imaarat ban rahii hai uoo naiaa isTeešan hoo-gaa.
ī̆ī̆Tē̆ē̆ aur patthar istemaal kartee hā̆ī̆.
leekin daruaazō̆ō̆-kee liiee uagairaa uagairaa lakRii-kaa milnaa sab-see ziaadaa muškil hai.
bahot gahᵊraa khoodnee-kii zaruurat nahī̆ī̆, kiō̆ō̆-kee zamiin bahot mahᵊfuuz hootaa hai.

IV

Das: kheel kis-nee kheelaa.
Joe: amriikaa aur inglistaan-kii paarTiiō̆ō̆-kaa kheel thaa.
Das: aur kab thaa.
Joe: uoo guzree haftee-mē̆ē̆ kheelee.
Das: kaun-sii paarTii haar gaii? kiaa angreez?
Das: hā̆ā̆. angreez loog haar gaee.
Dar: aur us-kee baad mā̆ī̆-nee sunaa kee bahot bahot dhuum-dhaam saRkō̆ō̆-mē̆ē̆ thaa. Thiik hai?
Joe: jii hā̆ā̆. itnaa huuaa kee puliis-daaroogaa-koo saRkē̆ē̆ band karnaa paRaa.

V

Aziz: janaab, joo tamgaa singh-koo milaa, us-kii baabat kuč̄h bataaiiee. kaisee milaa.
Das: suubeedaar-nee subaa-mē̆ē̆ hamlee-kaa hukum diiaa. hamlaa kartee kartee takriiban sab sipaahii loog mar gaee. leekin uoo aagee baRh-kar das kaidiiō̆ō̆-kee saath uaapas aaiaa.
Aziz: tamgaa kis-nee diiaa.
Das: afsar-nee diiaa.

Aziz: aur tamgaa inaam leenee-par singh-nee kiaa kahaa, janaab.
Das: kahaa kee agar mãĩ ab zaxmii na-hootaa too fauran phir
moorčõõ-koo jaataa.

Here are the answers to the questions on pp. 392–393:

1. kalkattee-see.
2. us-nee kahaa kee laRkii-nee diiaa.
3. daas-koo šaaed paRee.
4. tiin dafaa.
5. baabuu-see puučhee-gii.

1. hamlaa kiiaa.
2. doo mar gaee, leekin aThaaraa zaxmii hoo gaee.
3. maaluum nahĩĩ.
4. haa. joo kal-kee hamlee zaxmii huuee thee.
5. haT gaee.

1. isTeešan hoo-gaa.
2. patthar aur iiTẽẽ.
3. lakRii.
4. ziaadaa nahĩĩ.

1. amriikan aur angreezii paarTiiãã.
2. guzree haftee-mẽẽ.
3. angreez loog.
4. bahot dhuum-dhaam thaa.
5. kahaa kee saRkee band karẽẽ.

1. subaa-mẽẽ.
2. singh-koo.
3. agar zaxmii na-hootaa, too phir uaapas aataa.
4. das.
5. suubeedaar.

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1. meere baap-koo Tailiifuun-par baat karnee-kii aadat nahĩĩ.
2. us-kii Tããg-par goolii lag gaii leekin uoo xuš hai.
3. mujhee afsoos hai kee aap-kee aanee-see pah•lee iee imaarat kiraaee-par čaRh gaii.
4. uoo eek duusree-kee saath kheel rahee hãĩ.
5. ham bahot baRii fatee kar čukee.

6. tum-nee mujh-koo kahaa kee aaTh baj-kar das minaT-par
Tailiifuun karnee-koo kahaa thaa. leekin jab mãĩ-nee kiiaa,
too kisii-nee jauaab na-diiaa.
7. iee xat-kaa uazan doo čhaTããk hãĩ.
8. in loogõõ-koo pheepRee-kii takliif hai.
9. nadii-kee paar tairnee-kii koošiš karẽẽ.
10. lakRii-kaa maartaul Thiik nahĩĩ.
11. paasaa phẽẽknee-mee hušiaarii-kii zaruurat hai.
12. mazduurõõ-kaa milnaa muškil hai.
13. un-koo hamẽẽ dhookaa deenee-kaa kooii mauķaa nahĩĩ.

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14. tum daraxt hilaa-kar seeb lee saktee.
15. čhatriiuaalee sipaahii Thiik jagaa-par uutree leekin piičhee har
čukaa thaa.
16. kiaa aap-koo doo paiseeuaalee sigareT-kaa Dabbaa čaahiiee.
17. dard hoo rahii hai, leekin meeraa xiaal hai kee xuun nahii nikal
rahaa.
18. agar tum apnaa auzaar leenaa jaaoo too Thiik hoo-gaa.
19. kiaa aap bilkul biič-mẽẽ khaRee huuee aadmii-koo deekh saktee
hãĩ?
20. uoo čup čup ghuumtee rahᵊtee hai.
21. is-kee uupar doọ aaneẹ-kii fiis hai.
22. palTan-nee hamlaa kiiaa, leekin kaamiaab na-huuii.
23. ai sipaahii. kiaa tum naķšee-par mujhee gudaam dikhaa saktee
hoo?
24. dauRtee huuee gẽẽd pakaRnee-mẽẽ mahaaoree-kii zaruurat hai.
25. meeraa xiaal hai kee us-koo ittefaaķ-see čooT lagii.
26. us-nee kitnii dafa bulaaiae.
27. uoo lifaafee čaar inč čauRee aur čhai inč lambee hãĩ.
28. mãĩ-nee is-koo uazan nahĩĩ kiiaa, leekin meeree xiaal-see iee
maamulii xat-see ziaadaa uazan-kaa nahĩĩ hai.
29. uoo bičaaraa murdeexaanee-mẽẽ hai. uoo us-koo dafan karnee-
kii intezaar-mẽẽ hãĩ.
30. mujh-koo un khilaaRiiõõ-sẽẽ joo takliif-mẽẽ hãĩ kooii hamdardii
nahĩĩ hai.
31. ķabrustaan-koo gaaRii-see jaanaa nazdiik hai.
32. kuuẽẽ-mee deekhtee deekhtee paanii gaaeb hoo jaataa hai.
33. ghar-kee piičheeuaalee kuuẽẽ-see ziaadaa gahᵊraa kuuãã khoodnaa
muškil hai.

34. fuT-see ziaadaa gahᵉraa khoodnee-mẽẽ zamiin patthar-kii taraa saxt hoo jaatii hai.
35. uoo apnii Tããg tooR čukaa thaa. ab us-nee apnaa cehᵉraa jalaa liiaa hai.
36. sab-see nazdiiķ lakRii-kaa pul hai joo mahᵉfuuz nahĩĩ.
37. taaš kheel-kar apnii ķismat kabhii mat-aazmaanoo.
38. agar tum zamiin-par leeT jaaẽẽ, too ham gooliiõõ-see mahᵉfuuz hoo jaaẽẽ-gee.
39. us-nee jhanDii-koo zamiin-mẽẽ gaaR diiaa aur bhaag gaiaa.
40. kiaa hauaaii maidaan-koo jaanee-kee liiee mujh-koo gaaõõ-kee biič-mẽẽ-see jaanaa paRee-gaa iaa mãĩ us-kee paas-see guzar saktaa hũũ?

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1. doonõõ jhanDiiõõ-koo tiin fuT-kee faislee-par rakhoo.
2. uoo apnee naam-kii hijjee karnaa nahĩĩ jaantaa.
3. us-nee kabhii kisii-koo nahĩĩ bataaiaa kee uoo kahãã jaa rahaa thaa.
4. uoo uahãã na-thaa jahaa us-nee bataaiaa.
5. agar Tailiifuun pããč bajnee-mẽẽ biis minaT iaa čhai bajnee-mẽẽ pããč minaT-par aataa, too mujh-koo maaluum hootaa.
6. phuul laanaa na-bhuulnaa.
7. un-koo apnee murdee dafan karnee-kaa kooii uaķt na-thaa.
8. har eek aadmii muxtalif muxtalif čiizẽẽ pasand kartaa hai.
9. čhooTii naaoo-mee nadii paar karnaa xatarnaak hai.
10. kučh· din huuee eek jauaan aadmii-nee duusree kinaaree-tak tairnee-kii koošiš kii. uoo darmiiaan-mee taķriiban Duub gaiaa thaa.
11. agar aap mujh-koo samjhaaee, too mai šaaed samajh sakũũ.
12. us-ķisim-kaa ohᵉdaa milnee-mẽẽ hušiaarii aur ķismat-kii zaruurat hai.
13. har eek apnee mulk-koo uaapas čalaa gaiaa.
14. un-koo eek dafaa pahᵉlee beeimaanii-see juuaa kheelnee-mee jurmaanaa hoo čukaa hai.
15. har eek muxtalif muxtalif mahokmee-mẽẽ kaam kartaa hai.
16. hamaaraa jamaadaar laRtee huuee mar gaiaa.
17. us-kee bahᵉrii hoo jaanee-kaa xatraa hai.
18. haalãã-kee uoo ķariib ķariib faaķaa kar rahee thee, uoo eek inč bhii piičhee na-haTee.

19. kal taķriir karnee-kaa iraadaa kar rahee hãĩ.
20. aisii taķriir karnaa joo sab-koo xuš karee aasaan nahĩĩ.
21. taķriir karnee-kee liiee čaar sau miil-kaa safar karnaa paRee-gaa.
22. hamaaree kučh dusman haar čukee hai.
23. jis daruaazee-see andar aaee thee, us-see jaaoo aur us-koo band kar doo.

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24. us mulk-mẽẽ duusree kheelõõ-kaa rauaaj hai.
25. kooii fauj hameešaa piičhee haTnee-see nahĩĩ jiitii.
26. axbaar-mẽẽ likhaa huuaa hai kee safarmainaa-kii palTan-nee nadii paar karnee-kee liiee naee pul banaaee hãĩ.
27. doonõõ taraf jaanee-kee liiee doo saRkẽẽ hãĩ.
28. agar uoo apnii xušii-see baahar aaẽẽ, too tum-koo banduuķ čalaanaa hoo-gaa.
29. kučh jahaazii eek duusree-koo kahaaniiãã sunaa-kar uaķt guzaar rahee hai.
30. uoo doo ghanTee-kee baad milee aur bačaaee gaee.

2

1. -kaa
2. (daag) nikaalnaa
3. (aurat) loogõõ-kaa
4. hãstee hãstee
5. paanii piitee
6. doo baras-see
7. doo baras-tak
8. leeTaa thaa
9. baiThneeuaalaa
10. kheelnee-mẽẽ ķismatuaalaa